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ABSTRACT

Designed to instruct adult literacy teachers in using Language-Experience and Oral History techniques and distributed statewide to teachers in Nevada, this manual presents reading materials, diagnostic packages, and guidelines for adult literacy program organization. The first of three chapters begins with an introduction to the manual, and defines three types of adult readers--beginning (first to third grade level), transitional (fourth to sixth grade level), and specialized (functioning above sixth grade level but in need of specialized literacy training). In the second chapter, diagnostic teaching principles are outlined, informal measures of literacy proficiency and informal reading inventories are presented, and implications for teaching the beginning reader are discussed. The third chapter of the manual focuses on developing an Oral History program, and includes sample lessons for all three reading levels. A selected bibliography is appended for oral history in the classroom; the Language-Experience approach; literature, folklore, and histories based on oral records; and articles and books on adult reading education. In addition, the following appendixes are provided: (1) a case study of a 35-year-old male in an adult literacy program; (2) a literacy proficiency manual, with a case summary sheet, pupil interview schedule, informal test of early word knowledge, and evaluation guide for writing; (3) student passages of adult informal reading inventory; and (4) dictations, written accounts, and interviews. (MM)

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"On the Hurricane Deck of a Mule": Teaching Adults to Read Using Language-Experience and Oral History Techniques

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"On the hurricane deck of a mule" is a quote from an interview with Daisy Rowley by Chris Harris. Excerpts from the interview are included in Appendix D.

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Thanks are also in order to the students and teachers who have developed and collected the samples contained in this manual. Much of this work is based on a similar project in Virginia headed by Dr. Thomas Gill. Teachers in Nevada have been enthusiastic about this project and it is our hope at the Center that we will continue to share with these wonderful colleagues.

Chapter I:

Blending Oral History and Language Experience Techniques

INTRODUCTION

PURPOSE OF THIS MANUAL

The contents of this manual are quite diverse and include reading materials, diagnostic packages and guidelines for program organization. Readers are encouraged to skim the entire manual to find those sections most pertinent to their needs. The manual has been written to serve three purposes: First, it can serve as a manual for teaching teachers how to use Language-Experience and Oral History techniques. Second, the diagnostic package can be used to assess literacy proficiency for placements and monitoring progress. Third, the dictations, written accounts and oral history samples can be used as reading materials for students.

Chapters I and II lay the developmental framework and require a careful reading. These chapters are designed to be used by teacher trainers in their sessions. Chapter III introduces basic oral history techniques to be used with students at varying reading levels. Appendices A-C contain materials for diagnoses and Appendix D contains samples of student work.

ROOTS

The ideas in this manual are the author's, but reflect the thinking of a number of fine educators and researchers. In particular, the contributions of Russell Stauffer and Eliot Wigginton should be noted. Both men find Dewey's work of utmost importance and have been the leaders in the two fields combined in this manual - a teacher's guide in the use of oral history and language experience techniques for teaching adults to read.

Since the development of audio recording, folklorists, writers and historians have raised oral history techniques to new heights. No finer collection of recorded histories can be found than in the Smithsonian. Eliot Wigginton is considered the mentor to teachers who use oral history techniques. Beginning over 20 years ago with his students, the Foxfire series has inspired over 200 classroom oral history projects around this country. Teachers will find the Foxfire series instructive as a model. In addition, there are a number of fine manuals for helping teachers to develop oral history techniques. And there are a variety of manuals for teaching students interviewing skills. Many of these resources are listed in the bibliography. To stay abreast of current developments teachers will find it useful to contact the local newspapers, historical societies and libraries regarding local history and folklore projects, resources, informants and researchers.

The language experience activities in this manual draw on the work of Russell Stauffer and his students; see the bibliography. On a bus some years ago, Dr. Stauffer commented to the author that the term Language-Experience should be changed to Experience-Language. This change addresses one of the longstanding problems teachers have had in translating Stauffer's work at the secondary and post-secondary levels. Language-Experience techniques are designed to promote thinking through language use. Language-Experience is based on a pragmatic view of language as a tool for promoting thinking. The Language-Experience Approach is much more than simply a potpourri of techniques - most often cited are the use of dictations, word banks and learning centers. The Language-Experience Approach fits in quite nicely to the newer instructional programs entailed in the Process Writing, Whole Language, and Literature-Based approaches to literacy instruction. The overriding theme of these approaches is close to the thinking of Edmund Burke Huey, who in 1908 suggested that reading should be taught secondarily as it fits the needs and purposes established by students.

Guided by these approaches, this manual describes one way teachers can involve their students in a series of activities where reading is learned secondarily, and where language use is driven by a desire to learn about the world.

NOTES REGARDING TERMINOLOGY

1. All instructors are described in this manual as TEACHERS. Tutors are teachers, and while certification is necessary in most cases for full-time employment, certification in reading is not necessary for teaching adults to read. Anyone being tutored is a student; "tutee" is too awkward.

2. As teachers, we teach students to read. The reverse, that we teach reading to students, is not the case. This distinction is subtle but important. Students learn to read through plenty of exercise; our job as teachers is to make it possible for students

to learn by providing appropriate materials and activities given students' **levels of development** - levels in the gradual but orderly progression from immature to mature reading.

This distinction between teaching students and teaching reading highlights the fact that students cannot be taught reading as a set of discrete skills. As in any acquired skill, like riding a bike or swimming, the skill of reading must be learned to a point of automaticity where conscious reflection on the skill itself is unnecessary.

3. The use of **dictations** is described at length in this manual, but at the outset, the reader should not confuse student dictations with the teacher dictating to the student. In the dictations in this manual, **the student dictates to the teacher**. These dictations are important reading materials for the Beginning Reader. Dictations are typed and often published with illustrations or photographs.

4. All but a small percentage of adult learners are unable to learn to read. Dyslexia is assumed to be a rare but definable problem which is caused by some neurological dysfunction. The incidence of dyslexia is no greater than 3-4%; cf. A Dictionary of Reading. Often students will say that they are dyslexic. We don't argue with them over semantics, but ask them to tell more about their **reading problem**. We try to draw details from them. Upon further discussion, they may say that they cannot spell or comprehend or remember what they read. The next series of questions probes for even more specificity regarding the types of reading and writing they do and the problems they encounter in their lives. Finally, we move to an initial discussion of goals. We move beyond labels and strive to direct instruction towards specific goals and strategies. (See the Interview Schedule in Appendix B.)

5. **Literacy proficiency** is a term which **encompasses** reading, **writing and spelling** development. Development in one area is related to development in others. When we examine many of the students' reading errors and compare them to their spelling errors we find that they are quite similar as they both tap a student's knowledge of word structure or orthographic awareness- the tacit or unconscious knowledge students have about words and word patterns. We also believe that good readers are good writers. Students who have had plenty of exercise reading will be able to use this knowledge in their writing, and vice versa. There is a common knowledge base underlying one's ability to read and write. Finally, we maintain that the literate person should be able to both read and write.

WHO BENEFITS FROM THIS PROGRAM?

THREE TYPES OF READERS

Three groups of adult students have been described in the literature, each accounting for one-third of the illiterate adult population. One way to describe these populations is by grade level. While narrow in scope, one can be confident that someone reading at a 1st grade level will not read vocational material and newspapers with any ease and that students who read at a 6th grade level will have a wider range of materials open to them. The first group is said to read between a 1st and 3rd grade level and we can call these students Beginning Readers and Writers. The second group reads between a 4th and 6th grade level and students in this group can be considered Transitional Readers and Writers. The students in the third group read above a 6th grade level and can function in most low level literacy activities but need to become more proficient in specialized literacy activities. Therefore, we will call this group Specialized Readers and Writers.

MEASURING PROGRESS

The students in these groups appear to progress at a varying pace. Students in the middle group, reading between a 4th and 8th grade level, appear to make the greatest gains in traditional literacy programs. If teachers intend to develop programs to meet individuals' needs, it is important to examine the reasons why students in this middle group appear to achieve more than others. Three explanations for these differences in achievement are most obvious:

1. These differential gains are artifactual given the restrictions on who can participate in Adult Basic Education (ABE). ABE-funded programs serve the vast majority of adult illiterates in this country and one of the prerequisites for official enrollment in an ABE program is that the student must not read better than a 6th grade level. In the majority of ABE programs there is a dramatic dropout rate. The students who remain tend to be serious about their literacy endeavors; the students who read too well are excluded; and the students who drop out are often the lowest level readers.

2. The uneven gains are also related to the problems inherent in testing reading achievement. The entry level of the students who remain for any length of time in adult programs tends be in the upper range, between a 3rd and below a 6th grade level. These students have mastered basic orthographic patterns and have a relatively large sight vocabulary - up to 600 words. For this group, the gains may be related not so much to having learned more, but to having benefited most from a short course of instruction - a "brush-up." This is supported by the traditional learning rates we see for different groups. For students reading

at this middle level, we often see a sharp rise in achievement in the short run, but a more gradual learning curve is seen once past this sudden "growth spurt." On the other hand, Beginning Readers may not show a sudden growth spurt. The slow, initial progress is related to the difficulty they have in overcoming inefficient learning strategies, as in an overreliance on rules, and is also related to the relatively slow progress we see in mastering basic single syllable word patterns.

3. Students reading above a 6th grade level face problems in their development which are not easily overcome. Their reading problems are related to what might be called cultural literacy issues. Their reading problems are often related to vocabulary development and familiarity with new subjects. Many of these students need to develop a broader repertoire of reading styles. Writing ability is often a concern for these students. Emphasizing basic reading skills, traditional literacy programs are not designed to address the instructional needs of this group of students.

SUMMARY

Blending Oral History and Language-Experience approaches makes it possible to adjust instructional strategies for students in these three groups while still maintaining the direction of the program. The blending of these techniques also makes it possible for students at various levels to share materials. Beginning Readers share their personal dictations. Students in the Transitional and Specialized reading groups are able to consult secondary sources, share their sources and transcripts of interviews and contribute written accounts of their research. Furthermore, more advanced students can assist with instruction by taking dictations from the Beginning Readers.

Chapter II: Common Sense Diagnosis of Literacy Proficiency

DIAGNOSTIC TEACHING PRINCIPLES

FUNCTIONAL READING LEVELS

To provide appropriate activities for students, teachers need to discover what types of readers are in their program. Through informal measures and diagnostic teaching, students' Independent, **Instructional and Frustration reading levels** can be determined. **Reading specialists have described these** three functional levels **in the terms presented in Figure 1.** These levels are defined **broadly and the boundaries between levels** are not so clear-cut. **That is, we can speak of material as being** on the high end of the **Instructional** level just short of being at the student's **Frustration level.**

The information in Figure 1 should guide the teacher while he or she is teaching. The tutor needs to develop an intuitive sense of what material is at a student's Independent level. Formal, standardized reading tests are useful in monitoring student progress but the results of these tests are not particularly useful in directing instruction. Occasionally, teachers make the mistake of assigning reading materials only at the Instructional level reported by standardized tests. There are two problems associated with this practice: 1. Student's ability to read a text is not solely related to the readability of the material. Readability formulas take into account a limited number of factors to describe the relative readability of a text. Student motivation and background knowledge often determine the readability of a text and are not taken into account by the formulas. 2. Standardized reading test scores report an Instructional level and often, this level is on the high end of the Instructional level. To concentrate to too great an extent on Instructional level material is a grave mistake. Most of the adults in literacy programs have had far too many experiences reading and writing at Frustration and High Instructional levels. Students need to experience success; they are no different from anyone else - we enjoy activities we are good at. In examining Figure 1, perhaps the most important thing to keep in mind is that students need to be placed in a variety of activities at their Independent level. **Concentrate on providing activities at students' Independent Reading Level**; build on skills evidenced at the Independent base.

Informal tests provide more qualitative information than standardized reading tests. Informal tests should be conducted on a limited basis at approximately 4-6 month intervals. More important than both informal and standardized tests is the use of **diagnostic teaching** techniques. Diagnostic teaching describes the teacher's posture during tutoring. Advocates of diagnostic teaching maintain that the teacher should do as little testing as possible but should keep careful records of the student's performance during tutoring. The parameters described for each level in Figure 1 can serve as guidelines in monitoring student performance. For example, if the student is reading material disfluently with more than 7 errors per hundred words then the material is simply too difficult.

Figure 1
Functional Reading Levels

High
Frustration Level
"Too Hard"
Poor comprehension
Disfluent, and unexpressive reading rate
(≤ 80 words per minute)
Reading errors
Low
(≥ 7 errors per 100 words)

High
Instructional Level
"Comfortable"
Good comprehension
Fairly fluent and expressive reading rate
(80 - 150 words per minute)
Good accuracy
Low
(≤ 5 errors per 100 words)

High
Independent Level
"Easy"
Excellent Comprehension
Fluent and expressive reading rate
(>150 words per minute)
Very few errors of any kind
Low
(≤ 3 errors per hundred words)

***At this point, the reader might want to listen to the audio tapes of students reading at these levels and follow along with the transcripts in Appendix A.

SYNCHRONY BETWEEN READING, WRITING AND SPELLING DEVELOPMENT

Understanding the relationship between reading, writing and spelling development makes it possible to target behaviors and adjust instruction accordingly. Figure 2 depicts this relationship between stages of reading, spelling and writing development. As a diagnostician, the teacher is a detective putting together pieces of the literacy puzzle. Figure 2 provides a frame for organizing the pieces of the puzzle.

Beginning at Point A, we see that prereaders are also unable to spell or write in meaningful ways. In our clinic we have noted that the only students who come in at Point A are some retarded adults and a few ESL students. These students do not have a Concept of Word. **Concept of Word** is the hallmark of reading readiness and is discussed in some detail in the following section.

Students at Points B and C are **Beginning Readers**. They are already able to track a line of memorized text and they are able to collect sight words just by doing plenty of reading. In terms of reading achievement measured by grade level, Beginning Readers read between a 1st and 3rd grade level. Their sight vocabularies may range from 10-350 words. Reading rates are slow and labored, and their reading is generally disfluent and unexpressive. Reading rates may range from 30-80 words per minute depending on abilities and the difficulty of the material. Beginning Readers are the typical word-by-word readers. These readers need to read aloud and will tend to fingerpoint as they read.

Figure 2
Stages of Reading, Spelling & Writing

READING

A ----------------> B -------> C ------------> D --->
Prereading | Beginning Reading | Transitional Reading
No Concept of Word (COW) | Disfluent Oral Reading | Approaching Fluency and Expression
Rudimentary COW | Functional COW

Pretend Reading | Oral Reading | Silent Reading

SPELLING

A	B	C	D
Preliterate	Pre-phonetic	Letter Name	Within-Word Pattern
sq4R (bed)	bd	bad	bed
mdam (time)	tm	tim	tiem, time
//)0 (lake)	lk	lak	laik, laek, lake

WRITING

A ----------------> B -------> C ------------> D --->
Pretend Writing | Word-by-Word Writing | Writing Fluency

The move from Point C to D is a gradual one. Students at Point D, the **Transitional** group, read at approximately a 3rd or 4th grade level. They begin to read more fluently and prefer to read silently. Teachers will observe that they will gradually stop pointing when reading in Low Instructional and Independent level material. Likewise in writing, students at Point D can write with greater ease and can now begin to write in a more extended fashion.

Beyond this point, students can find plenty of published material to read at an Independent level. Vocabulary, thinking, and reading comprehension, polysyllabic word study and study skills activities are emphasized at this point. Students also need plenty of experience reading in a variety of material and plenty of exercise discussing what they read. Reading as a habit must be reinforced, book selection and the development of reading styles are also taught to students beyond Point D in Figure 2.

When a student first enters a literacy program how can the teacher(s) obtain a sense of where the student would be on the developmental continuum just described? The informal measures described in the next session address this question.

INFORMAL MEASURES OF LITERACY PROFICIENCY

There are a variety of informal tests which can be easily administered in less than an hour. The measures obtained will establish a baseline which guides the teacher in establishing an instructional program. In the following sections a variety of quick and informal tests of reading and writing are presented. Directions for administering and analyzing the results are discussed. Following these discussions, implications for instruction are presented.

PUPIL INTERVIEW SCHEDULE

The first step is to discuss with the student his or her educational history and experience with reading and writing (see Appendix B). When it is possible to have a frank discussion, students are quite good at describing their own reading behaviors and the problems they experience. The interview schedule is designed to be used as a guide. Teachers should ask these questions as part of a general discussion. For ease in notetaking, it is recommended that teachers who are right-handed should have the student sit to the left. Left-handed teachers should have the student sit to the right. Take notes in an informal fashion.

A QUICK TEST OF ORTHOGRAPHIC AWARENESS AND SPELLING DEVELOPMENT

This test of orthographic awareness is straightforward and provides a clear picture of a student's literacy proficiency. A significant relationship has been found between orthographic awareness and reading development. Drawn from a qualitative spelling inventory developed at the McGuffey Reading Center at the University of Virginia, the list presented in Table 1 below has been designed to test students on a number of orthographic patterns. In analyzing the results of this spelling inventory, the teacher can begin to determine whether or not the student is a Beginning Reader, a Transitional Reader or in the Specialized group discussed above.

The first step involves administering a qualitative spelling inventory. This instrument is composed of a 25-word spelling test. As will be apparent in the analysis section, a great deal can be learned by examining the results of this inventory. In this test, the teacher explains that the student should try to spell the words the best he can, writing down all of the sounds he hears and feels when he says the words. First the teacher should say the word and then use it in a sentence. The words should be administered in groups of five. If a student misses three or more of any group of five words, it is likely that enough errors have been obtained and therefore, testing should be discontinued.

In some cases, students are uncomfortable spelling and either skip the word or plug-in random letters to make the word long enough to appear correct. In these cases, the teacher can ease the frustration by having the student spell aloud with the teacher writing for the student.

Table 1
Qualitative Spelling List for
Quick Test of Orthographic Awareness

1. bed
2. ship
3. drive
4. bump
5. when

6. train
7. closet
8. chase
9. float
10. beaches
11. preparing
12. popping
13. cattle
14. caught
15. inspection

16. puncture
17. cellar
18. pleasure
19. squirrel
20. fortunate
21. confident
22. civilize
23. flexible
24. opposition
25. emphasize

The second step is to analyze the invented spellings and to take note of what the correct spellings suggest about their knowledge of English orthography. The invented spellings are not simply mistakes. As Henderson has said, "Nearly all invented spellings are interestingly correct." Table 2 gives examples of invented spellings by stage of spelling. However, there is no need for the teacher to assign a stage to each invented spelling. Rather, the teacher should obtain an overall impression of the student's work. The teacher can circle the errors on Table 2 and then find the stage closest to the errors circled. In Table 3, we have divided each of the stages into early, middle and late levels.

The scoring form in Appendix B can be reproduced and used in monitoring student progress. In the following section examples of student work and an analyses of their work are presented.

Table 2
Developmental Spelling List and
Exemplars by Stage

STAGES:	PRE-LITERATE	PREPHONETIC	LETTER NAME	WITHIN WORD PATTERN
1st 5 Words:				
bed		b, bd	bad	bed
ship		s,sp, shp	sep,shep	sip ship
drive		jrv, drv	griv,driv	drieve,draive,drive
bump		b, bp, bmp	bop, bup,bomp	bump
when		w, yn, wn, whn	wan, whan	wen when
2nd 5 Words:				
train		j,t,trn	jran,chran,tan,tran,teran	traen, trane, train
closet		k, cs,kt,clst,clsnt	clast,clost,clozt	clozit,closit
chase		j, jass, cs	tas, cas, chas, chass	case, chais, chase
float		f,vt,ft,flt	fot,flot,flott	flowt,floaut,flote,float
beaches		b,bs,baz,bcs	bechs,becis,behis	bechise,beches,bechi's,beachs,beeches

STAGES:	WITHIN WORD PATTERN	SYLLABLE JUNCTURE	DERIVATIONAL CONSTANCY
3rd 5 Words:			
preparing	prepring,preypering,purparing,praparing,preparing,	prepareing,prepairing,preparing	
popping	popin,poping	popping	
cattle	catl,cadol	catel,catol,catel, kadell,cattel,cattle	
caught	cat,cot,kuat,cote, cout,caut, cooght,cought,cautght,chought		
inspection	nspj,inspshn,inspesin,inspechin,inspecshun,inspecsin,	inspecshin,inspecsion,inspection	
4th 5 Words:			
puncture	punch,pocer,pucshr,pungchr,puncker	punksher,pucktcher,punture	puncture
cellar	salr,selr,celr,saler,seler,celer	seller,sellar,celler,cellar	
pleasure	plgr,plasr,plager,plejer,pleser,plesher	plesour,plesure	pleasure
squirrel	scrl,scwl,skwel, skwle,skwerl,scwerl	scqoril,sqrarel,sckworlle,squirle	squirrel
fortunate	fcant,forhfa, frehnit,foohinit	forchent,fochininte,forchounut,fortunet	fortunate

5th 5 Words:	
confident	confadent confedint confedent confadent conphident confiadent confiedent confendent confodent
civilize	sivils sevelies sivilicse sivelize sivalize cifillazas civalise civilise
flexible	flecksibl flexobil fleckuble flecible flexeble flexibel flaxable flexibal flexable
opposition	opozcison opasion opushishen opishien opasitian oppasishion opasishan opasition oppisition oposision oposition
emphasize	infaside infacize emfesize emfisize imfasize imphesize emphasise empasize ephacise emphisize

Table 3
Spelling By Stage Assessment Scale

14 - Derivational Constancy
13 - Derivational Constancy
12 - Derivational Constancy

11 - Syllable Juncture
10 - Syllable Juncture
9 - Syllable Juncture

8 - Within Word Pattern
7 - Within Word Pattern
6 - Within Word Pattern

5 - Letter Name
4 - Letter Name
3 - Letter Name

2 - Prephonetic
1 - Prephonetic

0 - Preliterate

Figure 3
Three Examples of Invented Spellings

A. INVENTED SPELLING OF A 22-YEAR-OLD
IN A BEGINNING STAGE OF READING READINESS

WORD	INVENTED SPELLING
BED	BD
SHIP	S
DRIVE	JR
BUMP	BP
WHEN	YN

[PREPHONETIC - 1]

B. INVENTED SPELLING OF A 35-YEAR-OLD
READING AT A 2ND GRADE INSTRUCTIONAL LEVEL

WORD	INVENTED SPELLING
BED	BAD
SHIP	SEP
DRIVE	DRIV
BUMP	BUP
WHEN	WAN

[LETTER NAME - 4]

C. INVENTED SPELLING OF A 28-YEAR-OLD
READING AT A 3TH GRADE INSTRUCTIONAL LEVEL

WORD	INVENTED SPELLING	WORD	INVENTED SPELLING
BED	C*	TRAIN	TRANE
SHIP	C	CLOSET	C
DRIVE	DRIEV	CHASE	CHAISE
BUMP	C	FLOAT	FLOTE
WHEN	C	BEACHES	BECHIS

[WITHIN WORD PATTERN - 7]

D. INVENTED SPELLING OF A 43-YEAR-OLD
READING AT A 7TH GRADE INSTRUCTIONAL LEVEL

WORD	INVENTED SPELLING	WORD	INVENTED SPELLING
1ST 12 WORDS - CORRECT		CONFIDENT	C
CATTLE	CATTEL	CIVILIZE	CIVALIZE
CAUGHT	C*	FLEXIBLE	FLEXABLE
INSPECTION	C	OPPOSITION	OPOSISION
PUNCTURE	PUNTURE	EMPHASIZE	EMPASIZE
CELLAR	CELLER		
SQUIRREL	SQUIRLE		
FORTUNATE	C		

[DERIVATIONAL CONSTANCY - 12]

*C stands for CORRECT

ANALYZING SPELLING SAMPLES:
STAGES OF SPELLING

Preliterate and Prephonetic Spelling. The work of students in the Preliterate Stage is characterized by the writing of numbers and letters for words where there is no clear correspondence between what was spelled and what was said. The teacher cannot read the word, nor can the student. Very few students will be in this stage and those that are usually do not have an adequate grasp of spoken English and the alphabet to pursue literacy instruction.

Students in the Prephonetic Stage represent key sounds but omit most vowels. Usually, the first and last sounds of each word are represented. The student who consistently includes the beginning and ends of words would be at Prephonetic-2 as in the first case in Figure 3. The student who spells most words with the first sound only would probably be placed at Prephonetic-1.

Letter Name Spelling. Students in the Letter Name Stage have mastered consonants, and some consonant blends and digraphs. The important feature of the Letter Name Stage is that the student is beginning to play more seriously with vowels. The student's strategy is to use the names of the letters to spell vowel sounds. Another feature of the Letter Name Stage is that there is a one-to-one correspondence between letters and sounds. As can be seen in example B in Figure 3, "drive" at this stage will be spelled DRIV, where each letter represents a sound. Notice that there is no marking system for long vowels; the student is not using any of the traditional patterns for marking long vowels in English; e.g. silent e and vowel digraphs (tame and nail).

The spelling of short vowels is a little more difficult to understand. Charles Read was the first to describe the phenomenon of point of articulation, the way the mouth and tongue are shaped in the mouth during speech, as it applies to Letter Name spelling. For short vowels, the student will rely on the long vowel name closest in point of articulation. For example, the letter name "A" is closest to the short "e". Say "bed" and "bade" and then "bed" and "bead". You should feel that the short "e" is closest in terms of point of articulation to the "a" in "bade".

The student in the early Letter Name Stage (Letter Name-3) will omit some vowels, but for the most part will include a vowel in each stressed syllable. The student in Letter Name-4 will place a vowel in each syllable, but will omit the preconsonantal nasal in "bump". To be placed at step five in the Letter Name Stage of spelling, the student may or may not omit the preconsonantal nasal, but will demonstrate some stability in representing consonant blends and digraphs.

Within Word Pattern Spelling. Students in the Within Word Pattern Stage are stable on regular short vowel patterns. At this point, the student is experimenting with the abstract nature of the long vowel marking system. Students move away from a principle that says that each vowel sound is represented by one letter, and they move to a more abstract theory that includes rules for marking long vowels; i.e., the silent e, the vowel digraph; e.g., ai. Misspellings at this stage often look correct; e.g., TRANE could be pronounced correctly for "train." The differentiation between low, middle, and high Within Word Pattern is keyed generally to the number of words spelled correctly and invented spellings according to this pattern. For example, the student who spells "drive" as driv, and "float" correctly is probably at point 6, the beginning of the Within Word Pattern Stage. Student C in Figure 3 was placed at point 7 because he was experimenting with marking long vowels but had not learned any of the correct markings for these words. The student who spells nearly all of the single syllable words correctly would probably be placed at point 8 in the Within Word Pattern Stage.

Syllable Juncture Spelling. The student at this stage has stabilized on short and long vowel single syllable word patterns and is beginning to experiment with how syllables are combined. There are specific ways of combining syllables in English and through plenty of exposure, students begin to master the basic principles for combining syllables. Consonant doubling is an obvious principle for which students must build a tacit awareness. Students in the beginning Syllable Juncture Stage may spell "popping" correctly, but may spell "cattle" as CATEL or CATLE. Later in the Syllable Juncture Stage, we're looking for the student to master simpler affixes (-es) and to begin to play with less frequent patterns like -tion. It is not unusual to see a student at the middle level of this stage spell "cattle" and "popping" correctly, but spell "inspection" as INSPECSHUN or, to cover bets, INSPECSHTION. The student in the late Syllable Juncture Stage may still have difficulty with "fortunate", "cellar", and even "caught." But this student has mastered fairly high frequency affixes and consonant doubling.

Derivational Constancy. During this stage students begin to examine the morphology in terms of roots. The EA in "pleasure" is maintained because of its relationship to "please", and "fortunate" is derived from "fortune," with -ATE as a syllable which makes the word a noun. Typically, the student who spells nearly all of these words correctly, and whose errors are quite minor would be placed somewhere in this stage.

The cumulative nature of the stages is apparent at this stage. Just as we may not expect a low frequency, irregularly patterned word like "caught" to stabilize till the middle of the Within Word Pattern Stage, during the Derivational Constancy Stage, the student stabilizes on low frequency and confusing affixes. For example, while high frequency -ABLE words will be mastered during the Syllable Juncture Stage, it may be some time before -IBLE stabilizes in spelling "compatible." Students may have to wait on experiences in reading and writing before certain "difficult" patterns are mastered.

IMPLICATIONS FOR INSTRUCTION BY STAGE OF SPELLING

The following implications arranged by stage of spelling are broad in scope covering reading, writing and word study activities.

Preliterate Spelling. The literacy skills of students at this stage are rather limited. In most cases, the emphasis is on oral language development, for the majority of the adults at this stage of spelling are learning English as a second language. The student at this stage is not ready to read and until an initial stage of reading readiness is achieved, the tutor should concentrate on language development. Literacy activities should include reading to the student, learning the letter names of the alphabet and practice in tracking one or two sentence dictations. These readiness activities are discussed in more detail in the section below on assessing reading readiness.

Prephonetic Spelling. Students in the Prephonetic Stage of spelling can be classified as beginning readers. In their reading, they will need a great deal of support and should work with individual dictations which are a paragraph in length.

These students will collect up to 4 sight words from their dictations. In word study, the student in the Prephonetic Stage should examine the auditory, visual, and articulatory features of known words. For example, a student may be asked to find all the words in their bank of known words that begin with the same sound as they hear when they pronounce "ball" and "mop".

Letter Name Spelling. Students in the Letter Name Stage should continue to receive plenty of support in their reading. Letter Name spellers are still Beginning Readers. They are likely to read disfluently even in familiar texts, and there will be a tendency for these students to fingerpoint and read aloud during "sustained silent reading." These students are prime candidates for using extended oral history dictations.

Word study should focus on the short vowel patterns of known words. Beginning with one vowel at a time, the teacher should help the student to see similarities across words which follow a Consonant-Vowel-Consonant (CVC) pattern. For example, the teacher would want the student to see that "bit", "Bill", "sick" and "slid" all have short i's, they follow the same CVC pattern and they sound different in the middle than words like "slide" and "time". Once the regularities of one short vowel are mastered by the student, as evidenced in correct spellings of this vowel in writing, the teacher should shift to a different vowel and help the student to see the patterns of that vowel. The third major step is to compare patterns across vowels, having the student recognize, for example, that "sick" and "black" are both examples of short vowels following the CVC pattern.

Within Word Pattern Spelling. Students in the Within Word Pattern Stage are in a transitional period in their literacy development as they move away from Beginning Reading and now are approaching fluency. Silent reading should become the predominant mode, and reading fluency should improve. Similarly, fingerpointing in Instructional level material should cease. This is the time when the student can read a variety of trade books without extensive teacher support.

For some students in the Within Word Pattern Stage we begin the remedial program by using dictations. Because adults have experienced so many years of frustration-type reading, they have a particularly difficult time reading fluently. As has been discussed, the dictations allow students to experience what it is like to read fluently. After a few months of reading dictations, we find that students in the Within Word Pattern Stage of spelling are better able to read other material at an Independent level fluently.

In word study, long vowel patterns are examined. Students' sight vocabularies at this level are substantial, and the teacher can find known words for word study without difficulty. In addition to word banks, word study notebooks are introduced.

Syllable Juncture Spelling. At this stage the student has mastered the basic discipline of reading, has mastered a functional vocabulary, and is approaching reading maturity. Typically, we expect this fourth stage to begin as early as 8 years of age, and continue to an upper range of 18.

In word study, the student studies affixes, and the general ways that syllables are combined. Work in a word study notebook continues. Students begin to bring "interesting" and "difficult" words to word study sessions. At this point in orthographic development there is a closer correlation between word study and vocabulary activities.

Derivational Constancy. Word study as vocabulary study continues during this stage as a classical vocabulary is acquired. The derivations of words keys the spelling. Students use their knowledge of related words in their spelling. In particular, students examine the vowels in syllables near the ends of words; i.e. the e in "competition". This is also a good time to look at foreign borrowings and words based on proper nouns.

A QUICK READING TEST TO ASSESS READING READINESS
AN INFORMAL TEST OF EARLY WORD KNOWLEDGE

If a student performs at the Preliterate or Prephonetic Stages of spelling described above, we administer the Informal Test of Early Word Knowledge-Adult Form (EWK-A). This test will tell you a great deal about a student's readiness to read. Once you have administered this informal inventory, you will want to combine the results of the spelling inventory and this one and begin to think of instructional strategies. Following this test you will find a section which combines the findings in this way.

The first several subtests of the EWK-A, see Appendix B, are quite straightforward and easy to administer.

1a. Name Writing. Observe how the student writes. What hand is used? How is the pencil held? Does the student bear down or write lightly? Does the student hesitate? Is the writing labored? Does the student write his or her full name?

1b. Writing the Day. Ask the student what day it is. If a wrong response is given you can choose whether or not to correct the adult. Ask the student to write down the word, writing down all the sounds he or she hears and feels when saying the word. Here we can observe not only how well the student knows the days of the week, but we get a chance to see how easily the student approaches a possibly difficult task. We see if the student can find letters to represent the word easily. From performance in this exercise we can anticipate how easy or difficult it will be to get the student to write in a journal.

2. Letter Matching. Frame each line by covering the items above and below. Direct the student's direction to the line you've framed by pointing to the target letter on the left. Say, "See this? Find one here." With the second sentence pass a finger under the entire line in a sweeping fashion. The student can either circle the matching letter or simply point and have you circle. This is an easy subtest and we see few adults who make mistakes. Fluency is an important issue here. Does the student search in a labored fashion? Are there any confusions; i.e. b and d?

3. and 4. Letter Naming. Point to each letter and have the student name the letter. Write down all responses on your scoring sheet. Notice how quickly the student responds. Does it take long for the student to think of the letter name? Students usually know the letters in their name and the high frequency letters best. Low frequency letters like q, v, u are often unknown. Beginning Readers often confuse visually similar letters like b and d, p and q, and m, n and u.

5. Assessing Concept of Word. Concept of Word (COW) is probably the best indicator of reading readiness. Some students, especially ESL (English as a Second Language) students will come in at point A, without a Concept of Word. Concept of Word is defined operationally as the ability to fingerpoint read a line or two of a memorized text (Morris, 1981). There are three stages of COW: No Concept of Word, Rudimentary Concept of Word and finally, Functional Concept of Word. We have outlined six steps in testing a student's Concept of Word.

Step 1. Collecting a Reading Sample and Memorization. In the primary grades, we use a brief rhyme or ditty to test and teach COW. With adults, it is best to use a few sentences dictated by the student. It is ideal if each line contains a two-syllable word in the middle of the text. Here are two examples:

> I got a new job today at a restaurant.
> I clear tables and work in the kitchen.
>
> My name is Bobby Paterson.
> My address is 30 South Williams Street, Reno, Nevada.

If you have trouble eliciting a dictation from the student, you might be able to use one of these dictations:

> I went up the mountain for a picnic lunch.
> I came down again when we were through.
>
> I went to the grocery store to buy some soap.
> The soap cost fifty cents.

The second part of Step 1 is to have the student memorize the text aurally. See if the student can recite the few lines without referring to the text. If the student is unable to repeat-back these short sentences it is doubtful that language skills are adequately developed for formal literacy instruction. In these cases, it is likely that the teacher should concentrate on oral language skills, and forgo reading instruction for the time being.

Step 2. Fingerpointing. After memorization, explain that you will read first and then ask the student to read. Blocking all but the first line, fingerpoint read at a fairly slow pace and then ask the student to do the same.

At this point, look to see if the student points accurately to the words. Students who do not have a COW are unable to point accurately. Two syllable words are particularly bothersome. In the first example above, while the student was saying DAY his finger was on AT.

Step 3. Recognition of Words in Context. Assuming that the student can point accurately, ask the student to find words in context. Choosing two words in the middle of the line, instruct the student to find particular words. Students who can point immediately to these words are said to have a Functional COW. On the other hand, students who either do not locate the words accurately, or who have to go back to the beginning of the line for a running start are said to have a Rudimentary COW.

Step 4. Repeat Steps 2 and 3 for the other lines of the memorized text.

Step 5. Choral Reading. Reread the dictation again with the student. The teacher should fingerpoint read.

Step 6. 2nd Fingerpointing. Ask the student to fingerpoint read both lines independently. Note the student's ability to fingerpoint read accurately.

Step 6 completes the COW assessment.

If the student did exceptionally well, you will want to move on to the Adult Informal Reading Inventory. If the student is clearly a Beginning Reader, then apart from collecting a writing sample, see Appendix B, the informal testing is now complete. The teacher can use the following section to combine the results of the spelling and readiness tests. With students who are Beginning Readers, teachers will want to try-out some of the instructional techniques described below.

IMPLICATIONS FOR TEACHING THE BEGINNING READER

SPECIAL PROBLEMS OF BEGINNING READERS & A SOLUTION

One of the most pressing problems for all Beginning Readers is finding materials for them to read. Materials with controlled vocabularies are often contrived and in spite of their low readability are difficult for beginners. Student comments summarize some difficulties faced by adult Beginning Readers:

> "Why don't I come everyday? That stuff we have to read is dull. It's not my life."
>
> "I've read about 40 of the exercises. I remember only one of them. It was funny - about how hard it is to get tops off drink and sardine cans. I remember it because it was something that happened to me. The other stories - I can't remember anything about them."
>
> "The things I read aren't in my words, my way of talking. It makes it hard to get started and keep going in reading."
>
> (From the Teacher's Manual of the High Interest Reading Kit, p. 1.)

These comments have forced us to find a better way of finding materials for students to read. The dictation process as used in traditional language-experience programs seems to hold the key. We keep two things in mind when searching for materials: Success & Interest, and this is why we use dictations with Beginning Readers.

Fluency is a measure of success.
In deciding what is appropriate for students to read, one must consider reading fluency. Reading fluency is one of the best indicators of students' Independent level of instruction. We want the students to experience what fluent reading can be like- reading at this level lifts self-esteem and builds automaticity. While there is a place for Instructional level material, we would argue that even the majority of Instructional level reading activities should be at the low end of this range; see Figure 1. In the case of the Beginning Reader, reading fluency, assuming good accuracy, is indicated by a **reading rate of 80 or more words per minute**. [Words per minute (WPM) can be measured by counting the number of words in the passage and by timing the reading. Use the formula: words/seconds x 60 to figure WPM.]

Dictations are interesting, relevant and successful. Individual dictations provide the best source of reading materials for motivation and fluency. The familiarity of the subject and vocabulary and the personal commitment contribute to the students' ability to read their dictations with proper fluency. The materials are meaningful and are easy to read because they are familiar and in the students' own words.

We have discussed dictations at this point simply because many of the instructional implications derived from the COW assessment involve using dictations. For the Beginning Reader, dictations are the cornerstone of instruction. Details for collecting dictations are discussed in Chapter III.

INSTRUCTIONAL TECHNIQUES BASED ON THE ANALYSIS OF THE READINESS AND SPELLING MEASURES

No Concept of Word. The student without a COW is not ready for a formal reading program. This student is either in the Preliterate or early Prephonetic Stages of spelling. There are two activities the teacher should consider: 1.) Teach the student the alphabet - letter recognition. 2.) Continue to have the student follow memorized text in similar exercises. The beauty of the COW task is that the way we test COW is the same way we teach it. Each session, the teacher should have the student practice tracking with various memorized texts.

Rudimentary Concept of Word. The student with a Rudimentary COW, who is able to fingerpoint read accurately, but who does not have **immediate** recognition of words in context should work with brief dictations no longer that a paragraph in length. Each session, the student should reread previous dictations with support. By support we mean that the teacher should help the student by reading chorally when necessary and by promoting fluency by telling the student words when there is any hesitation. A new dictation is collected approximately every fifth lesson.

The student with a Rudimentary COW will be able to collect two to four words as sight words from each dictation. This student is at point B in Figure 2. That is, the student will be a word-by-word reader, will be at the Prephonetic Stage of spelling, and will take at least 10 minutes to write a few lines.

Functional Concept of Word. The student with a Functional COW is able to read rather lengthy texts. Dictations are usually three to four paragraphs in length and are reread each session. A new dictation is collected every fifth session. Nearly all of the words in the dictation will be collected as sight words. The student with a Functional COW is usually at point C in Figure 2. He or she will still be a disfluent reader, will be in the Letter Name Stage of spelling, and will be able to write approximately a paragraph in a 15 minute writing session.

Dictations make it possible for the normally disfluent reader to experience what mature reading can be like. We do not instruct the student to stop fingerpointing and we continue to let the student read aloud in most reading exercises. We do not expect fluency to improve dramatically until the student is solidly in the Within Word Pattern Stage of spelling. The preference for oral reading and fingerpointing will cease once the student is at Point D in Figure 2.

We often use repeated reading exercises with students who are at the beginning of the **Transitional** level. In repeated reading exercises, students reread their dictations or easy texts each session. Accuracy and WPM are charted. Students can follow their progress, have the opportunity to experience fluency and use this sense of fluency when they read other texts.

Students with a Functional COW are approaching the end of the **Beginning Reader** level. It is likely that the teacher will want to see how well the student can read unfamiliar material. The informal reading inventory described in the following section and the graded reading passages in Appendix C can be used in such cases.

A QUICK TEST FOR ASSESSING READING FLUENCY & COMPREHENSION: ADMINISTERING THE ADULT INFORMAL READING INVENTORY

The Adult Informal Reading Inventory (AIRI) is to be used to understand how fluently students read, their word analysis strategies and reading comprehension. In most informal reading inventories, students are asked to read two passages at each grade level and to read until the frustration level is determined. In this inventory the teacher has the student read 3 or 4 passages at most.

The Adult Informal Reading Inventory (AIRI) is designed for students in or beyond the Letter Name Stage of spelling. Begin by having the student read the first passage orally. Students in the Letter Name Stage of spelling are at the end of the Beginning Reader stage. It is possible that they can read Primer and 1st grade passages with some ease. Use the scale at the end of the Scoring Sheet for Qualitative Spelling Inventory in Appendix B to determine what level passage to use as a starting point.

Before asking the student to read, explain that you are going to ask him or her to read some stories, some silently and some orally. Explain to the student that after reading each passage you will ask what the passage was about. After the first reading decide whether you should move forward or backwards to easier passages. Ask the student to read the next passage silently.

Continue to have the student read passages, alternating between oral and silent reading until you feel you have enough information to determine Independent, Instructional and Frustration reading levels. In some cases it is clear, just by "ear-balling" that the student is making more than 7 reading errors per hundred words and that the material is too difficult or at the Frustration level. In other cases, it is clear from the retelling that the student is not reading well enough to understand the passage.

As the student reads orally, the teacher should mark note the student's errors on the teacher's copy of the passage (Appendix B). Appendix A and the cassette audio recording will help to train teachers to mark oral reading. The following system is used to mark oral reading:

1. Place a slash (/) whenever there is a one-second pause. Use additional slashes for longer pauses.
2. Write substitutions above the word.
3. Circle words omitted.
4. When there is a pause greater or equal to 3 seconds, tell the student the word and place a WH (With Help) above the word.
5. When a student makes a correction, place a check mark (✓) above the word.
6. Place a 〰 under repetitions.
7. Use a ∽ for an inversion; e.g., a student read "Bobby∽ said" for " said Bobby."

Marks 2-4 are usually considered reading errors. Errors are only counted once no matter what the second attempted error might be. In the right-hand margin, tally the errors for each line, and mark the total at the bottom. The table at the bottom of each reading can be used to determine general instructional levels for each passage.

Examine the quality of the student's errors. What kind of substitutions did the student make? Did the student substitute meaningful words or were the substitutions nonwords or phonetically close to the text? It is likely that the oral reading errors will be like those during silent reading.

Use the chart at the end of each passage to determine reading rate. Rates vary tremendously between passages and among students. Generally, rates below 80 wpm are slow and may reflect a Frustration level. Rates between 80 and 150 wpm may reflect Instructional level material. Rates greater than 150 wpm certainly reflect Independent level work for the students discussed in this manual. Beginning Readers may read no faster than 80 words per minute, Transitional Readers may average between 80 and 100 wpm. Specialized Readers' rates tend to be between 120 and 200 wpm.

As stated above, after each reading, the student is asked to retell the story. During the retellings, the teacher makes notes about what the student has remembered. When student retellings are brief, teachers often ask questions to see if there is more the student can remember. The teacher should score the student's performance after each retelling. For our purposes, it is probably sufficient to rate the student's retelling as either Good, Fair, or Poor. Note what the student remembered. Could he recall details? Was the retelling verbatim? Was the retelling accurate? Could the student use some of the specialized vocabulary from the story?

INFORMAL WRITING EVALUATION

We would expect to see, in most cases, a relationship between reading, writing and spelling development. Most students are unaccustomed to writing more than just a few sentences to complete a form. We know writing is an important part of literacy development and proficiency. Writing gives the students opportunities to exercise what they know, experiment with new thoughts and ways of expressing oneself. At the same time, provides qualitative information for the teacher to understand students' development.

The relationship between reading and writing is not a simple match, for writing is a conservative measure of what students know. This is demonstrated by the fact that we can read more words then we can spell. The teacher can be certain, though, that what the student can do correctly and easily in writing will also be evident in student's reading. For these reasons, a writing sample provides important information for diagnosis.

In collecting a writing sample, the teacher should ask the student to write something, leaving the instructions this general. If after this initial request the student is hesitant to write, look through the Interview Schedule for a familiar topic. Suggest that the student write about this subject. Tell the student that you just want him or her to write for a little while. Tell the student that you are not concerned with correct spelling or punctuation.

Try to time the student's writing. Make a positive comment about the piece, and quickly look over the work for legibility. If there are any words you cannot read, ask the student to read the sentence to you.

The Guidelines for Evaluating Writing at the end of Appendix B can be used to analyze students' work.

Date and note all scores on the Case Summary Sheet in the front of the diagnostic package in Appendix B.

INSTRUCTIONAL IMPLICATIONS BASED ON THE AIRI

Students in the Letter Name Stage of spelling are likely to read stories 1-4 with some success and stories 5-8 with some frustration. Students at this stage or earlier should work with dictations in their oral history work.

Students in the Within Word Pattern Stage will probably read passages 3-6 with fair fluency and expression and good understanding. These students may want to begin their oral history program with dictations, but they can also begin their collection by writing.

Students in the Syllable Juncture and Derivational Constancy Stages can read some of the passages 7-14 with good fluency and expression, can begin with their own written histories and can move to library research, interviewing, transcribing and editing.

The initial informal diagnosis is now complete. This testing can be shortened as required. The information gained in the initial diagnosis can serve as a baseline by which to gauge future progress. In six-month intervals, similar diagnoses should be conducted. Alternate passages and the same spelling inventory can be used.

Chapter III: Developing an Oral History Program

OVERVIEW

In previous chapters we have discussed the literacy skills of three types of readers: Beginning Readers, Transitional Readers and Specialized Readers. We have found that oral history techniques can be used successfully at all levels with many students. Oral history can be simply defined as the study of people's lives and times through interviews and oral records. In this chapter the steps and techniques for using oral history in a classroom and tutoring-learning experience are presented. We begin with a short description of various oral history projects. Then we discuss how an oral history project can be developed and adapted for students at different levels of literacy achievement.

ORAL HISTORY TECHNIQUES

Where did your grandfather live? - Family Histories
How did you get to this country? - Immigrant Histories
How long were you a cowboy? - Rodeos, Cowboys and Cattle
How long did you work for the railroad? - Railroad Histories
How did you go about restoring your truck? - Auto Mechanics
What new things are you learning at work? - Vocational Histories
How did you learn to fix that machine? - Vocational Histories
How many babies have you delivered? - Individual Histories

These are just a few of the questions and topics we have explored with our students, or which our students have pursued in their oral history interviews. These questions are based on a desire to know and to share. By combining oral history and language experience techniques we use students' interests to teach reading. In sticking to topics of interest and exploring them in depth, we address one of the major factors influencing students' decisions to stay in a literacy program - the desire to learn new things.

Oral history projects are exciting and educational, and over the past 20 years have been used in classrooms around the world. Most important for our purposes, oral history projects provide a vehicle for teaching reading. In teaching adults to read, oral history provides a framework for meaningful and appropriate reading and writing activities while allowing the student to direct much of the learning process. The oral histories also serve as a record of student progress and interest.

The conscientious oral historian may object to the general use of "oral history" here. The focus, however, is on the techniques developed by teachers who use oral history in their teaching. The end product may be thought of as folklore, vocational history or oral history; what is important is that the student and teacher are exploring subjects of genuine interest.

Traditionally in oral history projects, the student(s) focus on one theme, one person or one moment in history. The student learns as much as he or she can about the topic and then interviews people who have firsthand knowledge of the topic. The interviews are carefully and faithfully transcribed with very little editing. Then an index is created from the transcripts. The work may stop here until someone has a need to use the information. Students piece together related parts of an interview and often write a narrative to accompany the excerpts. These works are then published and distributed as class, school, community or national publications.

Students may be limited in their ability to participate by their literacy proficiency. Therefore, we have used basic language experience techniques to make it possible for the Beginning Reader, the Transitional Reader and the Specialized Reader to participate in ways appropriate to their development. The **Beginning Reader** is unable to transcribe easily and does not read or write fluently enough to edit transcripts. The Beginning Reader becomes the informant and the teacher is the interviewer, taking the oral record down directly as a dictation or by transcribing interviews with the student. The Transitional Reader is approaching fluency in reading and writing tasks and takes a more active role in collecting oral histories. The student may be an informer but may also begin to interview and make transcriptions, especially if students work in teams. The **Specialized Reader** can refer to primary texts and sharpens writing and research skills.

Oral history projects can be conducted on an individual, class, school and community-wide basis. Our oral history projects have been housed in daytime and evening pre-GED classes, prison education programs, university reading centers, vocational programs, and with volunteer literacy initiatives. In several of the literacy programs students have illustrated the texts. With a broad base for sharing, students often become more interested and involved in their studies. We find that they are more likely to read outside of class and they are often excited about their work because they are sharing the fruit of their labors and not their disabilities.

Lest the reader should worry, we are not trying to teach students to be oral historians. Developing a family history does not make one an historian no more so than does trying out an exercise in Psychology Today make one a psychologist. In fact, as long as the student is interested in a topic and has a narrow enough focus, the actual topic of the "histories" is of little concern. Again, let us emphasize that we are concentrating on oral history techniques. We believe that both the teacher and the student benefit from using oral history techniques.

Interviewing is an important skill to learn in collecting oral histories. The blending of oral history and language experience is quite evident here, for in both approaches, we want the student to use language to explore a topic in depth. In describing how he teaches his students to interview, Eliot Wigginton, the founder of the Foxfire series, highlights the need for active exploration and language use. What he says to his students also applies to us as teachers when we work with our students.

> "You tell them that the cardinal sin of interviewing is to get into a question-and-answer pattern, not to go into an informant with a list of questions that he wants to ask and ask the questions and then ask another question on a totally different subject and get another two sentence response and ask another question on still a different subject and get still another two sentence response. That gets the informant into one of these question-and-answer moods where after that point, no matter what you ask the guy he gives you a couple of sentences and then sits back and waits for the next question. What you want an informant to do is get onto a topic and then begin to expand, and inside that expansion all kinds of things happen. You try to get the kids to ask the same question a hundred different ways. You know, 'How did you do such-and such? Well, did anybody else in your family do it any differently?' You keep them beating around inside that topic as much as possible--- 'Have you ever heard of it being done another way?'...You've got to make the kids (student and teacher) realize that the people that he's talking to know an awful lot more than they're going to give up just through his short questions. They have to keep beating around inside there," (Wigginton, 1973:31-32).

Teachers and students need to "keep beating around inside" topics of interest. One thing we've learned about writing instruction over the past ten years is that students need to have plenty of time to think and talk about what they plan to write about. Likewise in choosing a topic, spend some time talking and exploring before settling on an extensive project. It is even advisable to start with projects that last just a few weeks. Each time we publish our work in class, school or community publications, we take the time to critique our work thinking of things we have done better and things we want to improve.

Oral history projects are ongoing. We hope that teachers and students involved in similar projects will share their materials. It is our hope here at the Center for Learning and Literacy that we can help others around the state by collecting and distributing similar texts. In the following section, we discuss various oral history topics and then we move to an extensive section on organizing instruction.

ORAL HISTORY TOPICS

The options for oral history topics are quite broad. As you read this partial list from Sitton et al. (1983), see if you can think of personal examples. Oral history options can include: oral histories of neighborhoods, schools, industries, trades and professions, institutions and organizations, histories of local buildings, traditional crafts, and the effects of local and national events, memory books, research projects of the origins of local place names, life histories, oral life histories with a topical or chronological focus, student histories, histories of folk/popular artists, family life histories, genealogies, archives, cookbooks, and roots, oral traditional histories (orally transmitted recollections of events experienced by others), family oral histories in "natural contexts", histories based on photographs, histories of communities during wars, mainstreet oral histories, environmental oral histories, chronicles of recent local events, studies in community social history, then and now studies, ethnic variations, ethnic history projects, studies of local campaigns or elections, political studies of controversies, local lives in politics, local political roles, structure of local politics, and local political meetings, folklore studies of students, children, families, communities, and ethnic variations in folklore. There is some overlapping across topics, but the possibilities are endless.

In working with adults, we have had excellent luck with family histories, sports, emigrations, social problems and vocational interests. In addition, we have used the dictations to help students reflect on their academic progress and establish personal and academic goals for themselves.

FINDING INFORMANTS

The way informants are located depends on the focus of the project. Often, especially at the beginning of a student's program, students themselves and their close family and friends are the informants. In projects related to work and vocational histories, informants can be found at work. It is useful for the teacher to become familiar with key source people in the community. Local libraries and historical societies are an excellent first place to check for sources. The teacher will need to help the student think of informants in their own lives, and then help explore unfamiliar sources as necessary.

ORGANIZING INSTRUCTION

EXPLAINING ORAL HISTORY TO STUDENTS

After the initial diagnosis, you should have a good understanding of the student's reading and writing achievement. With this picture in mind you can explain what an oral history project is and how students can become involved.

We explain that we want to help our students learn about things they have always been interested in and at the same time, we want to provide reading materials which are right for them, materials they can read with fair ease. We also explain that we have a genuine interest in learning new things too and that we will enjoy reading about most anything that is new to us.

Next we share some of the oral history materials we have collected and we try to give the student a sense of the diversity of oral history projects. You can use commercial material, like Foxfire: Volumes 1-9 and you can share a number of the dictations in the AIRI, Appendix C, as well as the additional oral history excerpts in Appendix D.

We also explain that there are opportunities for sharing and working in groups in this class, even if students are not coming at the same time. After the first month of classes it is often useful to bring students together to share their work. Students read each other's works, discuss what they liked and they share their interests. For example, last year, because a number of students were anglers, a series of fish stories were collected and reproduced. Copies of the collection were distributed to contributors and several copies were placed in the class library (see the hunting and fishing dictations in Appendix D). Since I have been in Nevada we have collected a variety of dictations and writings on rodeos, ranching, and folklore.

In vocational programs students have dictated and written accounts of their vocational training projects. These texts have helped students organize their experiences and have been particularly useful to new entrants who want to know about the program and how they will proceed with specific projects. For many students these materials have been far more effective in familiarizing them with technical vocabulary than have the traditional training manuals. Furthermore, once a student has reread several pieces as well as his own, he is better able to read the training manuals (see the dictations in the Work section of Appendix D).

SETTING GOALS

Students need to have a clear idea why they are in the program, what they want to learn, and a sense of what they want to read or learn to read. We begin setting goals with the Pupil Interview Schedule in Appendix B. Just about every five weeks the teacher takes time to discuss with students how they think they are progressing and what goals they have for themselves. We take these sessions seriously as we review what they have done over the past five weeks. We often take dictations or ask students to write about their progress. These accounts have helped students organize their thoughts about their personal goals and present a written record of their stated goals. Setting goals on paper often provides additional strength and commitment (see the dictations in the Goal Setting section of Appendix D).

AN HOUR OF INSTRUCTION

In a given hour of instruction we engage the student in numerous activities. We are not rigid about the scheduling and there are times when one activity consumes the entire period. A typical hour of instruction involves the following activities:

Reading with the student - 20 minutes
Word Study - 10 minutes
Writing - 15 minutes
Reading to the student - 15 minutes

The oral history activities are built into this framework. The reading we do with the student may involve collecting and rereading personal histories. The writing may involve transcription or writing a narrative to go with the transcription. What we read to our students may be histories published by other students or excerpts from primary references related to their topics. (For an explanation of the word study activities see Chapter II.)

Within this structure, activities are geared to the students' development. Oral history techniques are easily adapted to a variety of interests and subjects, and the full range of activities is not necessary or appropriate in all cases. In the following sections ways of organizing instruction for the different types of readers is presented.

ORAL HISTORY FOR BEGINNING READERS

The Beginning Reader reads roughly between a 1st and 3rd grade level and needs plenty support in reading. There is little that the student can read with ease independently. Individual dictations serve as the best support material for adult Beginning Readers. For more detail on the literacy skills of the Beginning Reader see Chapter II.

In oral history projects in the primary grades, it is unreasonable to expect the children to work closely with their tapes and subjects, transcribing and editing. We have made similar adjustments working with adult beginning readers who have limited involvement in their literacy programs, attending classes at most for an hour, three or four times a week, and who like the primary children have limited written language skills.

The dictation process can easily take-on an oral history structure, where the students serve as the informants, recording their own stories and experiences with the help of a teacher or a more advanced classmate who writes with fair fluency.

In using dictations, teachers learn to listen to their students, and students see that teachers find students' stories interesting enough to record and publish. An atmosphere of mutual respect is created, and peer-tutoring and discussions are encouraged.

Once a topic has been chosen, the Beginning Reader either dictates to the teacher or dictates into a tape recorder his or her oral history. For the very Beginning Reader the accounts are kept short or the sections that are reread for reading practice are kept to a few paragraphs.

The **3-Day Dictation Cycle** in Figure 4 outlines the steps in collecting a student dictation. Sight word collection is included in the cycle. The words for the present dictation are harvested into a short-term word bank. Most of these words will be moved before the next dictation into a long-term word bank. Words in the long-term bank are used in word study activities (see the sample lesson for a Beginning Reader).

Figure 4
3-Day Dictation Cycle

Day 1	Choose a topic *Take dictation Obtain a title Reread dictation to student Make any changes or additions requested by student (Optional: gather photographs) Reread dictation with student Type dictation
Day 2	Reread dictation to student Reread dictation with student Have student underline words they know (Optional: Reread together if time permits)
Day 3	Reread dictation with student Point randomly to underlined words Make word chips of known words

* If there has been a previous dictation, have the student reread this dictation and note fluency. Check known words that were placed on chips from this dictation before collecting a new one. These words become part of the long-term word bank, and these words are used in word study activities.

Students reread their own dictations on a regular basis, and they also read the work of their classmates. Audio recordings of students' dictations and writing are made by teachers and students who read fluently. These recordings are used by Beginning Readers for support as they listen and follow along. Tapes in a lending library are available to students for home study. After listening to a tape recording several times, students are able to read their dictations with fair fluency and with very few errors.

Students will progress at different rates. In monitoring progress the teacher is listening for both accuracy and fluency and expression. The scoring system used in the Adult Informal Reading Inventory (AIRI) may be used to record student progress. Another way of monitoring progress with all but the most hesitant beginning readers is the repeated reading technique. In repeated reading, the teacher graphs reading rate and accuracy. The graph provides a visual record for the student.

Students continue with dictations, collecting one every five to eight teaching sessions. In most tutoring sessions, new and old dictations are reread. Once a student has five or six dictations, we ask the student to choose two or three dictations to read in a session. It is time to make the transition from dictations to trade books when a student is able to: 1.) Read previous dictations with good fluency and accuracy; 2.) Read brand new dictations with fair fluency and accuracy; and 3.) Collects nearly all new words in a dictation as sight words.

ORAL HISTORY FOR TRANSITIONAL READERS

The student in the Transitional stage reads between a 3rd and 6th grade level. Because this reader can find some reading material that can be read independently and can write with fair fluency, dictations are phased out. The Transitional Reader can participate in an oral history project in a more traditional fashion by transcribing, editing and reading some secondary sources.

Students who are just beginning to read fluently continue to reread their dictations but now they reread them occasionally. The teacher replaces the dictations with materials at their Independent level. Simple trade books and magazines are available which are written at a relatively low reading level. The teacher should make certain that the material is relatively easy (see Figure 1). One way to monitor the difficulty of the text is by having the student read a paragraph or two of the text. "Earballing" the reading and using the guidelines outlined in Chapter II, the teacher can decide how much support should be provided. For some texts, the teacher may ask the student to read orally so that the teacher can be there to tell the student a word when difficulties arise. Where there are extreme disfluencies, the teacher may decide to choral read with the student, or may even decide to encourage the student to let the teacher or another more capable reader read the material aloud to the student. These matters are approached tactfully. Usually students are relieved to have some support in particularly difficult material.

Students who are Transitional Readers usually work with others when they actually go out to interview. Most students, in fact, benefit from having another pair of ears to confirm what they heard.

The teacher needs to prepare students for interviewing. For students going out to interview, the teacher needs to teach the student how to use a recorder and then help the student with interviewing techniques in the way described above. There are a variety of materials available commercially and these sources are listed in the bibliography. The teacher should also plan reading and writing activities related to the interview before the actual interview. For example, the teacher may want to have the students write about what they already know about a subject and develop a list of things they want to know about a topic. The students can also read trade books on the subject. The teacher should read to the students material that is too difficult.

Students need to be familiar with methods of transcription. Students examine other students' transcripts and learn how to code "ah's" and "um's". Then they begin with their own transcripts. Often students will listen to the entire tape and make a list of the topics discussed. Many students, especially those students with limited writing skills, return just to key sections for transcription. If the entire tape is transcribed the student then makes an index of topics. Some students pursue little editing. They proof the transcript and are ready for publication. More advanced students will have the stamina to work with the index and transcript, cutting and pasting to present a more unified piece. In most cases, students write a brief introduction to the interview.

The teacher must decide how he or she will help the student with editing, typing and proofreading. Transitional students should be able to work with simple punctuation. These materials can be used to teach new writing skills. For example, if the student is learning how to use commas, the teacher can point out a few examples in the transcript and then ask the student to punctuate the rest of the piece with commas.

Students who are Transitional Readers should be able to spell most single syllable words correctly. Transcripts can be used in word study activities. For example, in editing a piece, a student may pause in deciding whether or not "coping" is spelling correctly. This tells the teacher that it may be the right time to work on consonant doubling. In a different time, the teacher can ask the student to find all the words that end in -ing. The student makes a list of these words and then compares words across patterns. In this example, we would want the student to see that long vowel words are not doubled and that the silent e is dropped. In addition, the student should begin to see that short vowel words are doubled unless they already end in a doubled consonant.

Beginning library skills should also be taught at this point. In the context of the oral history project, teachers can show students how to use card catalogues, how to find books on the shelves, how to use special collections and reference materials.

The move from being a Transitional Reader to a Specialized Reader is gradual and the difference between the two readers is one of degree. The student in the upper end of the Transitional level reads with fair fluency but needs to develop a reading vocabulary for fairly common polysyllabic words. In many cases, the students need to improve their verbal skills as well. For example, the student may have trouble reading and spelling the word "competent." Upon further investigation, the teacher may find that the student is not fully clear on the meaning of the word. Here we begin to see that word study involves both the study of spelling and meaning patterns.

Both the Transitional Reader and the Specialized Reader need to spend plenty of time reading and discussing what they read. The Directed Reading-Thinking Activity (DR-TA) is probably the best activity for promoting comprehension and active thinking. In this language experience activity, teachers stop at strategic points to ask students what they think the text will be about or what they think will happen next in the story. Students read to another stopping point designated by the teacher, confirm previous predictions and make new predictions about what the piece will be about based on new information. A number of the references under Language-Experience in the bibliography discuss this procedure in more detail.

ORAL HISTORY FOR SPECIALIZED READERS

Programs of instruction for Specialized Readers are similar to the programs of the Transitional Readers. Specialized Readers are developing special skills in their literacy program. While they read above a 6th grade level they have trouble with specialized vocabularies, usually need to improve writing skills and comprehension skills, or need to develop a repertoire of reading styles. In most cases, Specialized Readers want to improve the literacy skills most directly related to work. We work directly with reports they may have to write, study training manuals and teach the student to skim and scan, underline and take notes.

Literacy skills learned in recreational reading activities are easily transferred to vocational reading. We strive to turn the student on to reading and writing. We find easy novels for them to read and we try to encourage reading and writing as habits. These students are usually not used to sitting for an hour and reading. Recreational reading is one of the best activities for improving concentration, reading vocabulary and quite obviously, the ability to sit for an extended period and read.

Oral history projects often become part of the recreational reading program for the Specialized Reader. The full spectrum of oral history techniques parallels the skills necessary in the work world. Among other skills, students learn to organize their thoughts in writing; they become more precise in their use of language; they learn to edit; and they learn to gather information from a variety of sources.

Vocabulary development and spelling development are one in the same in word study activities for Specialized Readers. Students continue to study prefixes and suffixes but begin to concentrate on classical roots.

SAMPLE LESSONS

As a summary of the special needs of different readers, we have provided outlines of three one-hour lessons.

A BEGINNING READER

1. Student rereads latest dictation on auto mechanics and reviews short-term word bank. (10 minutes)
2. Teacher reads to the student a two-page selection from a trade book or magazine on auto repair. (20 minutes)
3. The student dictates a summary of the selection, or the teacher writes the summary. (20 minutes)
4. The student writes a description of how he learned to drive. (10 minutes)

A TRANSITIONAL READER

1. Reads sections of a transcript on a Vietnam experience made by a fellow student. (15 minutes)
2. Writes impressions of the transcript in daily journal. (15 minutes)
3. Rereads his own 2-page account dictated a week earlier of a particular mission. (5 minutes)
4. Completes a word study activity comparing long vowel patterns. (10 minutes)
5. Teacher reads a section from a published history on Vietnam. (15 minutes)

A SPECIALIZED READER

1. Finds a particular volume in the genealogy collection in the public library and takes notes. (20 minutes)
2. Reads a section in a text on mining. (10 minutes)
3. Transcribes section from his interview with 82-year-old miner. (20 minutes)
4. Word study on hydro-. (10 minutes)

EXTENSIONS

Secondary sources are often consulted in oral history projects. In Nevada, our students have become interested in Cowboy poetry and rhymes, (i.e. Cannon, 1985 & Kiskaddon, 1987), the letters and diaries of early settlers, (i.e., Stewart, 1960), and state histories, (i.e., Earl, 1986). The poems, letters and diaries tend to be fairly low in terms of readability and are therefore readily accessible. Materials that are at the student's Frustration level are read aloud by the teacher.

Students have also extended their work to include writing vocational training manuals. The Beginning Readers' dictations can describe procedures others will have to tackle. We all have had problems following diagrams and instruction sheets. Students have been helpful to fellow employees by making marginal notes and by rewriting instructions entirely.

Many students have children, grandchildren and neighbors they want to read to. Children's books are perfect for Beginning and Transitional Readers. We keep a collection of children's literature and we help students select books and practice reading.

Many of our students have made oral histories for their families, particularly the children. Often using photographs and family trees, students have written personal histories and collected life histories from the eldest family members. Other students have recorded relatives telling stories.

When there are enough students who can work together on topics that are generally related, a momentum builds after they have read a few rounds of each others' stories and transcripts. Student collections have been distributed statewide to other literacy programs. Students have also used collections of their work for fundraising. In all cases, permission should be given whenever work is shared. When distribution is outside of the immediate program written permission should be obtained. We hope that the Center for Learning and Literacy can serve as a vehicle for distributing materials like those found in the Appendices statewide. We hope that you will send us copies of your students' work to share with others. Please send us a card if you would like to be on our mailing list. We would also like to receive any comments or suggestions you may have about this manual.

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APPENDIX A

A CASE STUDY

Case Summary Sheet

Spelling Sample

Transcripts to be Used with Audio Tapes

A CASE STUDY

This case is fairly typical of many adults who come to literacy programs. Like so many students, this thirty-five year-old male has had little success reading and writing, and the majority of what he has to read on his own is at his Frustration level. As you will see, this student is right on the line between Beginning Reading and Transitional Reading. When this student came to the Center a year ago he was a Beginning Reader and Writer. Over a year, he has grown to the Transitional Stage. He has made solid growth in word knowledge and he is much less hesitant in both his reading and writing.

One of our major goals has been to work on fluency in reading and writing. He has been overly cautious, sounding words out at the expense of comprehension. In spelling he tried to spell by rule and is still overgeneralizing long vowel patterns. He is beginning to notice a qualitative difference in his reading both at home to his children and at work. We look forward to following his progress over the next year, and thank him for his kind assistance in this project.

Look at the spelling sample below. Clearly, he has mastered short vowel patterns, and is experimenting with long vowel patterns.

Following the spelling, you will see how we mark a student's oral reading. Study the marking system on page 23 and then make a copy of the passages from Appendix B to use for practicing marking oral reading. Listen to the tape and try to mark as you follow. Use the marked transcripts which follow to check your work.

Spelling Sample

WORD	INVENTED SPELLING
BED	C*
SHIP	C
DRIVE	C
BUMP	C
WHEN	C
TRAIN	TRAINE
CLOSET	CLOITE
CHASE	C
FLOAT	FLOTE
BEACHES	BECHES
PREPARING	PERPAIRING
POPPING	POPING
CATTLE	CATTOL
CAUGHT	COTTE
INSPECTION	C

C stands for Correct.

Using the Scoring Sheet for Spelling in Appendix B, it was determined that this student was at Point 7 - MIDDLE WITHIN WORD PATTERN. According to the Scoring Sheet for Spelling, if a student missed 4 out of the first ten words, then we would begin with one of the first passages in the Adult Informal Reading Inventory.

In the Case Summary Sheet which follows, you can see that his reading rate, accuracy and comprehension fall with increased reading demands by reading level. The last two entries are transcripts of his reading his own dictations. It had been some time since he had reread "Camping," and the "New Conveyor System" was his most recent dictation. (For demonstration purposes, we had this student read all passages orally. Normally one or two would have been read silently.)

Note that his reading comprehension through 2nd grade was good, but the real question becomes: Was there anything that this student could read with ease? The primer and first grade passages and his dictations were at his Independent level. Clearly, fluency changes with familiarity. Even in these materials, his reading is rather affectless and lacking in expression, but he can read his dictations and 1st grade materials phrasally and fairly fluently between 100 and 120 wpm.

The transitional nature of this student's development is clearly evident: He's moving out of word-by-word reading. He is reading high frequency and familiar words with good accuracy. He hesitates slightly before low frequency single syllable words and most unfamiliar two-syllable words. Reading rates vary between 57 and 119 words per minute (wpm). He can figure-out some words by going back to the beginning of a sentence for a running start; note the many repetitions. He reads familiar pieces with good fluency, and familiarity is a factor in how well he reads new pieces. For example, he had difficulty with the 2nd grade story about railroad life, (i.e. words like: gang, proper nouns, gauge), but did quite well with the 3rd grade story about inspecting a car, a subject of great interest. However, it was clear that the 4th grade story about a topic of interest was too difficult.

At this time an hour of instruction with this student looks like this:

1. Reads for 15 minutes at his Instructional level (approximately late 2nd and 3rd grade levels). He enjoys books on cars. We have begun to spend more time on work related texts.

2. Spends 10 minutes in word study. He is using known words to examine long vowel patterns and he is collecting a sight vocabulary of work related words.

3. Spends 10-15 minutes writing. He has a journal where he writes a paragraph or two. He often writes about work and family. We are also working on writing evaluations for work.

4. Reads for 10 minutes in Independent level material. He may choose two or three dictations or a primary book. The books are often books he plans to read to his children.

5. The teacher spends 10-15 minutes reading to the student using a Directed Reading-Listening Activity (DL-TA). The teacher often reads easy Western novels and stories involving cars.

CASE SUMMARY SHEET
(Complete this form after testing.)

Student's Name: C.W.
Date: January 7, 1988
Examiner: Donald Bear

Qualitative Spelling Inventory

Number correct 6 Number of Words Spelled 10

List the first three errors:

TRAINE CLOITE FLOTE

What were the last three words the student spelled correctly?

INSPECTION CHASE WHEN

Stage of Spelling: MIDDLE WITHIN WORD PATTERN -7

Adult Informal Reading Inventory

Grade/ Passage:		Accuracy Oral	Rate Oral	Rate Silent	Comprehension Oral	Comprehension Silent
P	1.	98%	108		VG	
	2.					
1	3.	100	73		VG	
	4.					
2	5.	<90	57		F	
	6.					
3	7.	98	127		F	
	8.					
4	9.	91	64		F	
	10.					
Own dictations:						
Camping		99	111			
New Conveyor		98	119			

Reading Levels:

Independent 1
Instructional 2-3
Frustration 4

C.W.
1/7/88

SCORING SHEET FOR QUALITATIVE SPELLING INVENTORY

Number of words spelled correctly? 6/10

Did the student spell most words with the correct beginning sound? Yes

Did the student include the ending sounds? Yes

Did the student spell the first two letters in SHIP, DRIVE and WHEN, TRAIN, CHASE and FLOAT correctly? Yes

Did the student include a vowel in each word? Yes

Did the student spell the single syllable short vowel words correctly?

BED, SHIP, BUMP, WHEN ✓

Did the student spell the single syllable long vowel words correctly?

DRIVE, TRAIN, FLOAT, BEACHES no
traine flote beches

Look at Table 2 and circle the errors. If an error is not present in this table, write the error into the chart closest to the errors listed.

Find the spelling stage where most of the errors are circled.

What stage of spelling would you say the student is in?
Within Word Pattern

Is he or she at the beginning, middle or end of this stage?

PRELITERATE (0)
EARLY PREPHONETIC (1)
PREPHONETIC (2)

EARLY LETTER NAME (3)
MIDDLE LETTER NAME (4)
LATE LETTER NAME (5)

EARLY WITHIN WORD PATTERN (6)
MIDDLE WITHIN WORD PATTERN [✓ (7)]
LATE WITHIN WORD PATTERN (8)

EARLY SYLLABLE JUNCTURE (9)
MIDDLE SYLLABLE JUNCTURE (10)
LATE SYLLABLE JUNCTURE (11)

EARLY DERIVATIONAL CONSTANCY (12)
MIDDLE DERIVATIONAL CONSTANCY(13)
LATE DERIVATIONAL CONSTANCY (14)

For students who scored between the PRELITERATE (0) AND EARLY LETTER NAME (3) Stages OR if the student missed 3 out of the first 5 words go to the Informal Test of Early Word Knowledge.

For students who score at or above MIDDLE LETTER NAME (4) go to the Adult Informal Reading Inventory.

→ Begin with reading #1 if the student missed 4 out of the first 10 words.

Begin with reading #3 if the student missed 7 or more of the first 15 words.

Begin with reading #5 for students who spelled 8 or more words correctly.

C.W.
1/7/88

Table 2
Developmental Spelling List and Exemplars by Stage

STAGES:	PRE-LITERATE	PREPHONETIC	LETTER NAME	WITHIN WORD PATTERN
1st 5 Words:				
bed		b, bd	bad	bed
ship		s,sp, shp	sep,shep	sip ship
drive		jrv, drv	griv,driv	drieve,draive,drive
bump		b, bp, bmp	bop, bup,bomp	bump
when		w, yn, wn, whn	wan, whan	wen when
2nd 5 Words:				
train		j,t,trn	jran,chran,tan,tran,~~teran~~	traen, trane, train traine
closet		k, cs,kt,clst,clsnt	clast,clost,clozt cloite	clozit,closit
chase		j, jass, cs	tas, cas, chas, chass	case, chais, chase
float		f,vt,ft,flt	fot,flot,flott	flowt,floaut,flote,float
beaches		b,bs,baz,bcs	bechs,becis,behis	bechise,beches,bechi's,beachs,beeches

STAGES:	WITHIN WORD PATTERN	SYLLABLE JUNCTURE	DERIVATIONAL CONSTANCY
3rd 5 Words:			
preparing	prepring,preypering,purparing,praparing,preparing,	prepareing,prepairing,preparing	
popping	popin,poping	popping	
cattle	catl,cadol	Cattol catel,~~catol~~,~~catel~~, kadell,cattel,cattle	
caught	cat,cot,kuat,cote, cotte ~~cout~~,caut, cooght,cought,cautght,chought		
inspection	nspj,inspshn,inspesin,inspechin,inspecshun,inspecsin,	inspecshin,inspecsion,inspection	
4th 5 Words:			
puncture	punch,pocer,pucshr,pungchr,puncker	punksher,pucktcher,punture	puncture
cellar	salr,selr,celr,saler,seler,celer	seller,sellar,celler,cellar	
pleasure	plgr,plasr,plager,plejer,pleser,plesher	plesour,plesure	pleasure
squirrel	scrl,scwl,skwel, skwle,skwerl,scwerl	scqoril,sqrarel,sckworlle,squirle	squirrel
fortunate	fcant,forhfa, frehnit,foohinit	forchent,fochininte,forchounut,fortunet	fortunate

5th 5 Words:

confident	confadent confedint confedent confadent conphident confiadent confiedent confendent confodent
civilize	sivils sevelies sivilicse sivelize sivalize cifillazas civalise civilise
flexible	flecksibl flexobil fleckuble flecible flexeble flexibel flaxable flexibal flexable
opposition	opozcison opasion opushishen opishien opasitian oppasishion opasishan opasition oppisition oposision oposition
emphasize	infaside infacize emfesize emfisize imfasize imphesize emphasise empasize ephacise emphisize

C.W.
1/7/88

Transcripts to be Used with Audio Tapes

1*

A Short Marriage
by James Anderson

Last night when I / got home I went to bed / I had this dream. My dream was about, a this girl / I got married to her. All my friends were there. Then I woke up. That was all. / I sure, wish it would have, lasted longer.

WxW 1

FLUENCY RATING

This student read FLUENTLY ________
Circle one:
Very fluent ----------------> Barely fluent
1 2 [✓ 3] 4 5
This student read DISFLUENTLY. ________
Circle one:
Very disfluent ----------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________
Circle one:
Very expressive ----------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ________
Circle one:
Very unexpressive ----------------> Almost expressive
1 [✓ 2] 3 4 5
Did the student often read in a word-by-word fashion? No

108 wpm
98% - Accuracy - Easy
VG - Comprehension

47-48

C.W.
1/7/86

3* Boy in the Country

When I was a boy/ I grew up/ in the country. I would walk down to the country store. I would meet my father there. As I began to grow, I wanted to leave the country. I wanted to go visit the town more and more. The town had a movie one day of the week. I always/ have liked movies. The country has a lot of old people and not so many young people./ Everything is nice and quiet there./ The young people might not be/ grateful for the quiet.

FLUENCY RATING

This student read FLUENTLY ________
Circle one:
Very fluent ------------------> Barely fluent
1 [✓ 2] 3 4 5
This student read DISFLUENTLY. ________
Circle one:
Very disfluent ------------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________
Circle one:
Very expressive ---------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ________
Circle one:
Very unexpressive ----------------> Almost expressive
1 2 [✓ 3] 4 5

Did the student often read in a word-by-word fashion? No

73 wpm
100% - Accuracy - Easy
Vg - Comprehension

C.W.
1/7/88

5 Life on the Railroad

I went to work for/ S. P. October 14, 1947. I was 26. I
                                             od WH
worked at a/ little place they call Perth, six miles west of/ 11
                 not
Lovelock. I did track labor. My job was running the gauge and 11
                                   grand   studied WH
setting spikes. I lived on the/ gang with forty men. We/ stayed 11
in outfit cars. There was a cook on the gang.

     my   only   WH   38
I left the gang on July/ the fifth of/// 48. I went to the 111
                                   very
section. There were/ sections every nine miles. I went to the 1
                 WH   e, ten
section at/// Harney, eighteen miles west of Carlin./ I did track 11
                                                              re
labor, but I lived at home. On December 7, I retired in Carlin. 1
                        forty
I worked for thirty-five years and nine months. 1

14

FLUENCY RATING

This student read FLUENTLY ______
Circle one:
Very fluent ----------------> Barely fluent
1 2 3 4 5
This student read DISFLUENTLY. ______
Circle one:
Very disfluent ----------------> Almost fluent
1 2 [✓ 3] 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ______
Circle one:
Very expressive ----------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ______
Circle one:
Very unexpressive ----------------> Almost expressive
1 [✓ 2] 3 4 5

Did the student often read in a word-by-word fashion? Yes

57 wpm
< 90% - Accuracy - Too Difficult
F - Comprehension

C.W.
1/7/88

7*

Checking the Car
by William Gray

Today about 11:30 I cranked my/car up to take it over to the garage for inspection. I drove it over/to the garage and pulled up in to the door. I asked the shop foreman/could I get an inspection today./ wxw 1

He said, "What are you going to inspect? That old thing?"

I said, "Yes."

He said, "Pull it✓ on inside and I'll get one of the men to/check it over. Put on the lights, try the signal lights✓ try the brake, try the back up lights, blow the horn, cut on the windshield wiper." 1 11

He said, "You can cut off everything/now and step out." Then he had to jack the car up and shake the front end. Then he had to pull one/wheel and check the brakes. He put the wheel back/and let it down. Then he/scraped the old sticker off and put on a new one and said/"Three dollars and happy ~~motoring~~ morning." wxw 1

5

FLUENCY RATING

This student read FLUENTLY ______
Circle one:
Very fluent ----------------> Barely fluent
1 2 3 [✓ 4] 5

This student read DISFLUENTLY. ______
Circle one:
Very disfluent ----------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ______
Circle one:
Very expressive --------------> Barely expressive
1 2 3 4 5

This student read UNEXPRESSIVELY. ______
Circle one:
Very unexpressive ----------------> Almost expressive
1 [✓ 2] 3 4 5

Did the student often read in a word-by-word fashion? ______

127 wpm
97% - Accuracy - Fairly Easy
F - Comprehension

C.W.
1/7/88

10*

Getting a Rifle

by William Gray

When I was a tee teenager I wanted a rifle. I used to mow lawns to make enough money to buy it. My first gun was an air rifle. After I got the air rifle I used to do a lot of target practice ing with it, but it was ~~shot~~ WH crooked. I wasn't It satisfied san WH with that. I wanted me a real a real gun. 1 1 1111 1

I pulled put water across WH cress out of a wheat field and made twenty-nine dollars that week. I went to the hardware store and bought my rifle and one box of bullets in the rifle walked across the yard, set up step and a tin can and walked back. I shot at that and hit the tin can. I was going hunting. I have never gotten around to it yet. 11 11

11

FLUENCY RATING

This student read FLUENTLY ________

Circle one:

Very fluent ------------------> Barely fluent

1 2 3 4 5

This student read DISFLUENTLY. ________

Circle one:

Very disfluent ------------------> Almost fluent

1 [✓ 2] 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________

Circle one:

Very expressive ---------------> Barely expressive

1 2 3 4 5

This student read UNEXPRESSIVELY. ________

Circle one:

Very unexpressive -----------------> Almost expressive

1 [✓ 2] 3 4 5

Did the student often read in a word-by-word fashion? ________

64 wpm
91% - Accuracy - Too Difficult
F - Comprehension

C.W.
1/7/88

14

Camping

I love camping. My parents always used to take/ us camping when we were younger. I enjoy the outdoors--things like/ taking hikes, laying in the sun on the beach, swimming, water skiing, boating,/ sitting around the campfire at night talking to your friends/ and// barbecuing./

I like another type of camping and it's taking the Jeep out/ on the Rubicon Trail/ When you get down/ in the Rubicon Springs area, it's like another world/ As you get down there,/ the trees are four to six feet around the base. They stand in the/ neighborhood of 100 to 150 $\overset{\text{foot}}{\text{feet}}$ tall. The area where we camp is right next to the creek. Just a little ways from that are the/ bathtubs which is granite rock where the water comes down and forms crystal clear pools for swimming and fishing./ If you like this sort of thing/ there is nothing like it/ There is a lot of/ wildlife in the area such as deer, squirrels, snakes, fish, and rabbits.

FLUENCY RATING

This student read FLUENTLY ________
Circle one:
Very fluent -----------------> Barely fluent
1 2 [✓ 3] 4 5
This student read DISFLUENTLY. ________
Circle one:
Very disfluent -----------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________
Circle one:
Very expressive ---------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ________
Circle one:
Very unexpressive -----------------> Almost expressive
1 2 3 4 [✓ 5]

Did the student often read in a word-by-word fashion? ________

Own dictation

111 wpm
99% - Accuracy - Easy

C.W.
1/7/88

A New Conveyor System

by Rick Weeks

The conveyors arrived yesterday. Three of them were damaged, two of them were due to shipment and one was damages due to poor workmanship. The first thing we have to do is take pictures of the damaged areas to show the manufacturer and the truck lines. Then we have to repair them. Once they're repaired, we can start installing them on all five Cincinnatis. Then we have to hook up the computer interfaces. After that's done, we have to line up the robot and the parts catcher, plug in the 110 and it's ready to go.

95 words

Own dictation
119 wpm
97% - Accuracy - Fairly Easy

APPENDIX B
LITERACY PROFICIENCY MANUAL

1. Case Summary Sheet
2. Pupil Interview Schedule
3. Qualitative Spelling Inventory
4. Informal Test of Early Word Knowledge
5. Adult Informal Reading Inventory: Teacher's Copy
6. Evaluation Guide for Writing

CASE SUMMARY SHEET

(Complete this form after testing.)

Student's Name: ____________________
Date: ____________________
Examiner: ____________________

Qualitative Spelling Inventory

Number correct ______ Number of Words Spelled ______

List the first three errors:

______________ ______________ ______________

What were the last three words the student spelled correctly?

______________ ______________ ______________

Stage of Spelling: ________________________

Adult Informal Reading Inventory

Grade/ Passage:		Accuracy	Rate		Comprehension	
		Oral	Oral	Silent	Oral	Silent
P	1.					
	2.					
1	3.					
	4.					
2	5.					
	6.					
3	7.					
	8.					
4	9.					
	10.					
5	11.					
	12.					
6	13.					
	14.					

Reading Levels:
Independent ______
Instructional ______
Frustration ______

PUPIL INTERVIEW SCHEDULE

This interview should take approximately twenty minutes. If you don't cover all of the items, come back to them at another time. Conduct the interview in a conversational, casual manner. Ask follow-up questions for specifics. For example, when a student comments that he or she doesn't read well, ask what this means. You might ask: "What kind of troubles do you have?" "How do you know when you are not reading well?" Probe a generality for specifics.

Begin the interview by reviewing with the student your plans for the session.

"Today I am going to work with you to try to understand how you read and write. This information will help me to teach you. We will start by talking about how you learned to read and write and what you would like to learn in this class. This information is important because we want to make sure that we are doing the things you want to do in this class.

Then I'll ask you to do some spelling and reading with me. This will help me to see what type of things we should read. When we meet next time I will share with you what I learned and we will discuss the things you want to do in this class and the types of activities we think would be useful."

Can you tell me about yourself? Are you working? What things do you do during the day?

What brought you here today? How did you hear about us?

Do you know anyone who has come here?

What do you think the problem is?

What kinds of problems do you have reading and writing?

Are there things you can read easily?

What kinds of things do you read or try to read?

**How can we help you here?

What kinds of materials do you want to read?

What kinds of things do you try to read?

When did you realize you had a reading problem?

Tell me about how you learned to read and write. What was school like for you?

School experiences:

Did you receive any special help in school?

What kinds of reading do you do on your job?

What kinds of things do you want to do here? What things do you want to read? What would you like to read about?

Explain that this information has been very helpful. You might take a few moments to discuss your program and the types of activities other students are engaged in. You may want to ask some of the following questions:

"Sometimes we work in small groups, sometimes we work alone. Would you it be alright with you if we worked in small group sometimes or would you prefer to work alone with a tutor? How often do you think you want to come for tutoring? What time of day do you want to come in? How long do you think you want to stay each time you come? Is this a good time to meet? Do you have trouble getting here?"

Explain that you are going to start by asking the student to spell some words and that then you'll do some reading together. Explain again that these things will help you to be a better teacher.

SPELLING INVENTORY

This is a short spelling test to help you to understand what the student knows about words. It is important to understand the types of errors the student knows. The scoring sheet at the bottom of this page should be completed afterwards.

"I am going to ask you to spell some words. I don't care whether or not you spell them correctly. I just want you to try to spell them the best you can. Would you rather write the words or would you rather spell to me and have me write?"

Say the word and then use the word in a sentence. If the student hesitates, say the word again and ask the student: "What's the first sound you hear when you say the word?" If necessary ask the student what the next sound would be, and what the last sound would be.

Work with groups of 5 words. Stop testing when the student has missed 3 out of 5 words.

1st Five Words

1. bed
2. ship
3. drive
4. bump
5. when

2nd Five Words

6. train
7. closet
8. chase
9. float
10. beaches

3rd Five Words

11. preparing
12. popping
13. cattle
14. caught
15. inspection

4th Five Words

16. puncture
17. cellar
18. pleasure
19. squirrel
20. fortunate

5th Five Words

21. confident
22. civilize
23. flexible
24. opposition
25. emphasize

SCORING SHEET FOR QUALITATIVE SPELLING INVENTORY

Number of words spelled correctly?
Did the student spell most words with the correct beginning sound?
Did the student include the ending sounds?
Did the student spell the first two letters in SHIP, DRIVE and WHEN, TRAIN, CHASE and FLOAT correctly?
Did the student include a vowel in each word?
Did the student spell the single syllable short vowel words correctly?
BED, SHIP, BUMP, WHEN
Did the student spell the single syllable long vowel words correctly?
DRIVE, TRAIN, FLOAT, BEACHES
Look at Table 2 and circle the errors. If an error is not present in this table, write the error into the chart closest to the errors listed.

Find the spelling stage where most of the errors are circled.

What stage of spelling would you say the student is in?

Is he or she at the beginning, middle or end of this stage?

PRELITERATE (0)
EARLY PREPHONETIC (1)
PREPHONETIC (2)

EARLY LETTER NAME (3)
MIDDLE LETTER NAME (4)
LATE LETTER NAME (5)

EARLY WITHIN WORD PATTERN (6)
MIDDLE WITHIN WORD PATTERN (7)
LATE WITHIN WORD PATTERN (8)

EARLY SYLLABLE JUNCTURE (9)
MIDDLE SYLLABLE JUNCTURE (10)
LATE SYLLABLE JUNCTURE (11)

EARLY DERIVATIONAL CONSTANCY (12)
MIDDLE DERIVATIONAL CONSTANCY(13)
LATE DERIVATIONAL CONSTANCY (14)

For students who scored between the PRELITERATE (0) AND EARLY LETTER NAME (3) Stages OR if the student missed 3 out of the first 5 words go to the Informal Test of Early Word Knowledge.

For students who score at or above MIDDLE LETTER NAME (4) go to the Adult Informal Reading Inventory.

Begin with reading #1 if the student missed 4 out of the first 10 words.

Begin with reading #3 if the student missed 7 or more of the first 15 words.

Begin with reading #5 for students who spelled 8 or more words correctly.

Table 2
Developmental Spelling List and Exemplars by Stage

STAGES:	PRE-LITERATE	PREPHONETIC	LETTER NAME	WITHIN WORD PATTERN
1st 5 Words:				
bed		b, bd	bad	bed
ship		s,sp, shp	sep,shep	sip ship
drive		jrv, drv	griv,driv	drieve,draive,drive
bump		b, bp, bmp	bop, bup,bomp	bump
when		w, yn, wn, whn	wan, whan	wen when
2nd 5 Words:				
train		j,t,trn	jran,chran,tan,tran,teran	traen, trane, train
closet		k, cs,kt,clst,clsnt	clast,clost,clozt	clozit,closit
chase		j, jass, cs	tas, cas, chas, chass	case, chais, chase
float		f,vt,ft,flt	fot,flot,flott	flowt,floaut,flote,float
beaches		b,bs,baz,bcs	bechs,becis,behis	bechise,beches,bechi's,beachs,beeches

STAGES:	WITHIN WORD PATTERN	SYLLABLE JUNCTURE	DERIVATIONAL CONSTANCY
3rd 5 Words:			
preparing	prepring,preypering,purparing,praparing,preparing,	prepareing,prepairing,preparing	
popping	popin,poping	popping	
cattle	catl,cadol	catel,catol,catel, kadell,cattel,cattle	
caught	cat,cot,kuat,cote, cout,caut, cooght,cought,cautght,chought		
inspection	nspj,inspshn,inspesin,inspechin,inspecshun,inspecsin,	inspecshin,inspecsion,inspection	
4th 5 Words:			
puncture	punch,pocer,pucshr,pungchr,puncker	punksher,pucktcher,punture	puncture
cellar	salr,selr,celr,saler,seler,celer	seller,sellar,celler,cellar	
pleasure	plgr,plasr,plager,plejer,pleser,plesher	plesour,plesure	pleasure
squirrel	scrl,scwl,skwel, skwle,skwerl,scwerl	scqoril,sqrarel,sckworlle,squirle	squirrel
fortunate	fcant,forhfa, frehnit,foohinit	forchent,fochininte,forchounut,fortunet	fortunate
5th 5 Words:			
confident	confadent confedint confedent confadent conphident confiadent confiedent confendent confodent		
civilize	sivils sevelies sivilicse sivelize sivalize cifillazas civalise civilise		
flexible	flecksibl flexobil fleckuble flecible flexeble flexibel flaxable flexibal flexable		
opposition	opozcison opasion opushishen opishien opasitian oppasishion opasishan opasition oppisition oposision oposition		
emphasize	infaside infacize emfesize emfisize imfasize imphesize emphasise empasize ephacise emphisize		

INFORMAL TEST OF EARLY WORD KNOWLEDGE

Adult Form - Scoring Sheet

Donald R. Bear Center for Learning and Literacy, UNR
c 1987

Name ____________________
Case # __________________
Date ____________________
Examiner ________________

1a. Please write your name on this line.

____

1b. Do you know what today is? Write the day on this line. Write down all the sounds you hear and feel.

____

2. Letter matching:

P	R	M	B	P	S	T	V
M	W	S	T	N	P	M	R
B	B	N	R	S	O	U	Q
O	P	Q	S	H	N	O	B
u	a	n	t	u	p	s	m
b	e	d	n	t	b	r	s
s	o	s	p	g	h	t	w
f	l	n	f	t	g	h	m

3. Name these letters:

E H F C S Q J P W A I N B

Z G K R V T L X D M O U Y

4. Name these letters:

x l t v r k g z b n i a w

p j q s c f h e y u o m d

5. Concept of Word (COW): Spatial-Temporal Management

Step 1. Collecting a Reading Sample and Memorization.

a. Have student dictate two sentences about something very familiar to his or her life. Try to include a two-syllable word towards the middle of each sentence. Write clearly and reread to student for accuracy.

b. Have the student recite the two sentences until they are memorized verbally.

Step 2. Fingerpointing. What we can memorize we can read.

Model read the first line, pointing to each word. Cover the second line. Ask student to fingerpoint read.

Step 3. Recognition of Words in Context. Find two words in the middle of the sentence and have the student point to the words. For each word, ask the student to: "Point to the word ____________." If the student finds the word immediately mark an "i" below. If the student has to go back for a running start place a check (/) in the space below.

Step 4. Repeat steps 2 and 3 above for the second sentence.

Scoring:

Line 1:
Pointing ______
Word recognition:
Word 1: ________ ______
Word 2: ________ ______

Line 2:
Pointing ______
Word recognition:
Word 1: _______ ______
Word 2: _______ ______

Step 5. Choral Reading. Choral read both lines in preparation for second check.

Step 6. 2nd Fingerpointing. (Ask student to fingerpoint read the two lines. Don't frame.)

Line 1: ______________ Line 2: __________________

Students who do particularly well on the EWK-A should go on to the first few passages of the Adult Informal Reading Inventory.

ADULT INFORMAL READING INVENTORY

The following stories can be used with students to obtain a sense of reading fluency, accuracy, word analysis, use of context clues and comprehension.

There are 14 stories, two at each grade level from Primer - 6th grade.

Follow the directions at the end of the spelling inventory to choose the first passage to have the student read.

Tell the student that you will ask him or her to tell you about what was read and answer some questions about the story when he or she is through reading.

Ask the student to read the first passage orally.

You may wish to tape record the student's reading. If you do choose to use a recorder explain that taping the reading will help you to remember how they read, and ask the student for permission to tape record the reading.

Use a clock with a second hand or use a stop watch to time the student's reading. As the student reads, try to write down exactly what is read, noting all changes made by the student. See the example in Appendix A as to how you can mark oral reading.

When the student is through, score the reading for fluency and expression.

Ask the student to retell the story. Try to write down what the student says. Feel free to ask questions if the student is having trouble retelling the story.
*Starred passages below are from the High Interest Reading Kit.

1*

A Short Marriage

by James Anderson

Last night when I got home I went to bed. I had this dream. My dream was about this girl. I got married to her. All my friends were there. Then I woke up. That was all. I sure wish it would have lasted longer.

1*

A Short Marriage

FLUENCY RATING

This student read FLUENTLY ________

Circle one:

Very fluent ------------------> Barely fluent

1 2 3 4 5

This student read DISFLUENTLY. ________

Circle one:

Very disfluent ------------------> Almost fluent

1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________

Circle one:

Very expressive ---------------> Barely expressive

1 2 3 4 5

This student read UNEXPRESSIVELY. ________

Circle one:

Very unexpressive -----------------> Almost expressive

1 2 3 4 5

Did the student often read in a word-by-word fashion? ________

READING RATE IN WORDS PER MINUTE (45 words)

30 secs.	90	1 min. 15 secs.	36
45 secs.	60	1 min. 30 secs.	30
1 min	45	1 min. 45 secs.	26

READING ACCURACY

Number of Errors:	Accuracy Score	Relative Difficulty
1	98%	Easy
2	96	
3	93	Moderate Difficulty
4	91	Too Difficult
5	89	

COMPREHENSION

Notes:

Quality of Retelling:

________ Very Good ________ Fair ________ Poor

2*

A Lunch Date

by James Anderson

I was walking on Main Street this morning and I met a girl I know. So I asked her where she had been so long? She told me she had just come back from a job. Then I asked her does she want to go to lunch. We went down to the Humpty Dumpty. Then we left. I told her I would see her later.

2*

A Lunch Date

FLUENCY RATING

This student read FLUENTLY ________
Circle one:
Very fluent ------------------> Barely fluent
1 2 3 4 5
This student read DISFLUENTLY. ________
Circle one:
Very disfluent ----------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________
Circle one:
Very expressive --------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ________
Circle one:
Very unexpressive ----------------> Almost expressive
1 2 3 4 5

Did the student often read in a word-by-word fashion? ________

READING RATE IN WORDS PER MINUTE (65 words)

30 secs.	130	1 min. 15 secs.	52
45 secs.	87	1 min. 30 secs.	43
1 min	65	1 min. 45 secs.	37

READING ACCURACY

Number of Errors:	Accuracy Score	Relative Difficulty
1	99%	Easy
2	97	
3	95	Moderate Difficulty
4	94	
5	92	
6	91	Too Difficult

COMPREHENSION

Notes:

Quality of Retelling:
________ Very Good ________ Fair ________ Poor

3* Boy in the Country

When I was a boy I grew up in the country. I would walk down to the country store. I would meet my father there. As I began to grow, I wanted to leave the country. I wanted to go visit the town more and more. The town had a movie one day of the week. I always have liked movies. The country has a lot of old people and not so many young people. Everything is nice and quiet there. The young people might not be grateful for the quiet.

3*

Boy in the Country

FLUENCY RATING

This student read FLUENTLY ________
Circle one:
Very fluent ------------------> Barely fluent
1 2 3 4 5
This student read DISFLUENTLY. ________
Circle one:
Very disfluent ------------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________
Circle one:
Very expressive ------------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ________
Circle one:
Very unexpressive ------------------> Almost expressive
1 2 3 4 5

Did the student often read in a word-by-word fashion? ______

READING RATE IN WORDS PER MINUTE (91 words)

30 secs.	182	1 min. 45 secs.	52
45 secs.	121	2 mins.	46
1 min.	91	2 mins. 15 secs.	40
1 min. 15 secs.	73	2 mins. 30 secs.	36
1 min. 30 secs.	61	2 mins. 45 secs.	33

READING ACCURACY

Number of Errors:	Accuracy Score	Relative Difficulty
1	99%	Easy
2	98	
3	97	
4	96	
5	95	Moderate Difficulty
6	93	
7	92	
8	91	Too Difficult
9	90	

COMPREHENSION

Notes:

Quality of Retelling:
______ Very Good ______ Fair ______ Poor

4*

Lucky Day

by William Gray

Last night at 6:30 I left school and went home. I stopped by the store. I got the dog a can of dog food. Then I fed the dog. I went on in the house and went to bed. I got up in the morning and came to work. Before I started work I washed my face and hands and changed clothes. Then I went in the lunch room. I got the tray and my food. But when I went to pay, I had no money. I said to myself, "I wonder what happened to my other dollar?" I looked in my wallet. I didn't see it. I kept on looking. Then I found forty-five dollars in my wallet. It was kept from last pay day. Boy was I happy.

4*

Lucky Day

FLUENCY RATING

This student read FLUENTLY ________
Circle one:
Very fluent ------------------> Barely fluent
1 2 3 4 5
This student read DISFLUENTLY. ________
Circle one:
Very disfluent ----------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________
Circle one:
Very expressive --------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ________
Circle one:
Very unexpressive ----------------> Almost expressive
1 2 3 4 5

Did the student often read in a word-by-word fashion? ______

READING RATE IN WORDS PER MINUTE (130 words)

45 secs.	173	2 mins. 30 seconds	52
1 min	130	2 mins. 45 seconds	47
1 min. 15 secs.	104	3 mins.	43
1 min. 30 seconds	87	3 mins. 15 seconds	40
1 min. 45 seconds	74	3 mins. 30 seconds	37
2 mins.	65	3 mins. 45 seconds	35
2 mins. 15 seconds	58	4 mins.	33

READING ACCURACY

Number of Errors:	Accuracy Score	Relative Difficulty
1	99%	Easy
2	99	
3	98	
4	97	
5	96	
6	95	
7	95	Moderate Difficulty
8	94	
9	93	
10	92	
11	92	Too Difficult
12	91	
13	90	

COMPREHENSION

Notes:

Quality of Retelling:
______ Very Good ______ Fair ______ Poor

I went to work for S. P. October 14, 1947. I was 26. I worked at a little place they call Perth, six miles west of Lovelock. I did track labor. My job was running the gauge and setting spikes. I lived on the gang with forty men. We stayed in outfit cars. There was a cook on the gang.

I left the gang on July the fifth of '48. I went to the section. There were sections every nine miles. I went to the section at Harney, eighteen miles west of Carlin. I did track labor, but I lived at home. On December 7, I retired in Carlin. I worked for thirty-five years and nine months.

5 Life on the Railroad

FLUENCY RATING

This student read FLUENTLY ________
Circle one:
Very fluent -----------------> Barely fluent
1 2 3 4 5
This student read DISFLUENTLY. ________
Circle one:
Very disfluent ----------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________
Circle one:
Very expressive --------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ________
Circle one:
Very unexpressive ----------------> Almost expressive
1 2 3 4 5

Did the student often read in a word-by-word fashion? ________

READING RATE IN WORDS PER MINUTE (113 words)

45 secs.	151	2 mins. 30 seconds	45
1 min	113	2 mins. 45 seconds	41
1 min. 15 secs.	90	3 mins.	38
1 min. 30 seconds	75	3 mins. 15 seconds	35
1 min. 45 seconds	65		
2 mins.	57		
2 mins. 15 seconds	50		

READING ACCURACY

Number of Errors:	Accuracy Score	Relative Difficulty
1	99%	Easy
2	98	
3	97	
4	97	
5	96	
6	95	
7	94	Moderate Difficulty
8	93	
9	92	
10	91	
11	90	Too Difficult

COMPREHENSION

Notes:

Quality of Retelling:

________ Very Good ________ Fair ________ Poor

A School Interview
by Clifton Hutchins

What does school mean to you?

What I like to work on in school is reading, writing and to study words. I like to read complete books. Studying words helps me to make sentences.

What would you do if you were the teacher?

If I were a teacher, I'd give all of the students reading, math and writing. I'd give them spelling tests, only a little bit of tests. Tests are important to find out how far you are.

If you could change three things about school what would they would be?

Well, the time is ok, so I would not change that. I have liked all my teachers, so I would not change that. I like the books that I am reading, so I would not change that. I like the building I am in, so I don't want to change that. Everything is ok, even Dotti.

FLUENCY RATING

This student read FLUENTLY ________
Circle one:
Very fluent ------------------> Barely fluent
1 2 3 4 5
This student read DISFLUENTLY. ________
Circle one:
Very disfluent ----------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________
Circle one:
Very expressive ---------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ________
Circle one:
Very unexpressive ----------------> Almost expressive
1 2 3 4 5

Did the student often read in a word-by-word fashion? ________

READING RATE IN WORDS PER MINUTE (148 words)

45 secs.	197	2 mins. 30 seconds	59
1 min	148	2 mins. 45 seconds	54
1 min. 15 secs.	118	3 mins.	49
1 min. 30 seconds	99	3 mins. 15 seconds	45
1 min. 45 seconds	85	3 mins. 30 seconds	42
2 mins.	74	3 mins. 45 seconds	40
2 mins. 15 seconds	66	4 mins.	37

READING ACCURACY

Number of Errors:	Accuracy Score	Relative Difficulty
1	99%	Easy
2	99	
3	98	
4	97	
5	97	
6	96	
7	95	Moderate Difficulty
8	95	
9	94	
10	93	
11	93	
12	92	Too Difficult
13	91	

COMPREHENSION

Notes:

Quality of Retelling:
______ Very Good ______ Fair ______ Poor

7*

Checking the Car
by William Gray

Today about 11:30 I cranked my car up to take it over to the garage for inspection. I drove it over to the garage and pulled up in the door. I asked the shop foreman could I get an inspection today.

He said, "What are you going to inspect? That old thing?"

I said, "Yes."

He said, "Pull on inside and I'll get one of the men to check it over. Put on the lights, try the signal light, try the brake, try the back up lights, blow the horn, cut on the windshield wiper."

He said, "You can cut off everything now and step out." Then he had to jack the car up and shake the front end. Then he had to pull one wheel and check the brakes. He put the wheel back and let it down. Then he scraped the old sticker off and put on a new one and said, "Three dollars and happy motoring."

7*

Checking the Car

FLUENCY RATING

This student read FLUENTLY ______
Circle one:
Very fluent ------------------> Barely fluent
1 2 3 4 5
This student read DISFLUENTLY. ______
Circle one:
Very disfluent ----------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ______
Circle one:
Very expressive ---------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ______
Circle one:
Very unexpressive ----------------> Almost expressive
1 2 3 4 5

Did the student often read in a word-by-word fashion? ______

READING RATE IN WORDS PER MINUTE (159 words)

45 secs.	212	2 mins. 30 seconds	64
1 min	159	2 mins. 45 seconds	58
1 min. 15 secs.	127	3 mins.	53
1 min. 30 seconds	106	3 mins. 15 seconds	49
1 min. 45 seconds	91	3 mins. 30 seconds	45
2 mins.	80	3 mins. 45 seconds	42
2 mins. 15 seconds	71	4 mins.	40

READING ACCURACY

Number of Errors:	Accuracy Score	Relative Difficulty
1	99%	Easy
2	99	
3	98	
4	98	
5	97	
6	96	
7	96	Moderate Difficulty
8	95	
9	94	
10	94	
11	93	
12	92	Too Difficult
13	92	

COMPREHENSION

Notes:

Quality of Retelling:

______ Very Good ______ Fair ______ Poor

8*

Getting a Job
by Jesse Lee Bradford

It's easy to get a job. The man, he talked nice. He asked me have I ever worked before in my life. He asked me do I have a phone. He asked me do I like to work on Saturdays and Sundays. He said he'll try to have an opening for me Tuesday. He said he'd call me Tuesday.

Before you go in you have to fill out an application. First you put your name, your address and your telephone number. And you have to put the month and year you was born in. And you had to put whether you ever been sick before. And you have to put your height, your age, and if ever had any jobs before.

8*

Getting a Job

FLUENCY RATING

This student read FLUENTLY ________

Circle one:

Very fluent ------------------> Barely fluent

1 2 3 4 5

This student read DISFLUENTLY. ________

Circle one:

Very disfluent -----------------> Almost fluent

1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________

Circle one:

Very expressive --------------> Barely expressive

1 2 3 4 5

This student read UNEXPRESSIVELY. ________

Circle one:

Very unexpressive -----------------> Almost expressive

1 2 3 4 5

Did the student often read in a word-by-word fashion? ______

READING RATE IN WORDS PER MINUTE (121 words)

45 secs.	161	2 mins. 30 seconds	48
1 min	121	2 mins. 45 seconds	44
1 min. 15 secs.	97	3 mins.	40
1 min. 30 seconds	81	3 mins. 15 seconds	37
1 min. 45 seconds	69	3 mins. 30 seconds	35
2 mins.	61	3 mins. 45 seconds	32
2 mins. 15 seconds	54	4 mins.	30

READING ACCURACY

Number of Errors:	Accuracy Score	Relative Difficulty
1	99%	Easy
2	98	
3	98	
4	97	
5	96	
6	95	
7	94	Moderate Difficulty
8	93	
9	93	
10	92	
11	91	Too Difficult
12	90	

COMPREHENSION

Notes:

Quality of Retelling:

_______ Very Good _______ Fair _______ Poor

9

About Me

Clifton Hutchins

I was born in Mississippi 10/28/1918. As a child I liked to play outside and liked to hunt with my brother. It was a hot state in the summer. There was a creek nearby, but I never learned how to swim. I used to ride in boats but never learned how to swim.

They had shows downtown. I got to go to the show and the first one I remember was a cowboy show. They showed it all day long and I stayed all day long.

I was raised up in Mississippi, then in the war time, I left to go off working. In 1944, I came to California to work in the shipyard for defense work. I worked until the war was over. From California I came to Reno. I was just coming for a day, and I have been here ever since. 1961 was the year and here I am. I stayed in Reno because I got broke, so I had to get work. I got a job in construction and now I am retired and glad of it!

9

About Me

FLUENCY RATING

This student read FLUENTLY ________
Circle one:
Very fluent ------------------> Barely fluent
1 2 3 4 5
This student read DISFLUENTLY. ________
Circle one:
Very disfluent ------------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________
Circle one:
Very expressive ---------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ________
Circle one:
Very unexpressive ------------------> Almost expressive
1 2 3 4 5

Did the student often read in a word-by-word fashion? ________

READING RATE IN WORDS PER MINUTE (178 words)

45 secs.	236	2 mins. 30 seconds	71
1 min	178	2 mins. 45 seconds	64
1 min. 15 secs.	142	3 mins.	59
1 min. 30 seconds	118	3 mins. 15 seconds	55
1 min. 45 seconds	101	3 mins. 30 seconds	51
2 mins.	89	3 mins. 45 seconds	47
2 mins. 15 seconds	79	4 mins.	44

READING ACCURACY

Number of Errors:	Accuracy Score	Relative Difficulty
1	99%	Easy
2	99	
3	98	
4	98	
5	97	
6	97	
7	96	Moderate Difficulty
8	95	
9	95	
10	94	
11	94	
12	93	Too Difficult
13	93	
14	92	
15	92	
16	91	

COMPREHENSION

Notes:

Quality of Retelling:
________ Very Good ________ Fair ________ Poor

10*

Getting a Rifle
by William Gray

When I was a teenager I wanted a rifle. I used to mow lawns to make enough money to buy it. My first gun was an air rifle. After I got the air rifle I used to do a lot of target practice with it, but it shot crooked. I wasn't satisfied with that. I wanted me a real, real gun.

I pulled water cress out of a wheat field and made twenty-nine dollars that week. I went to the hardware store and bought my rifle and one box of bullets in the rifle, walked across the yard, set up a tin can and walked back. I shot at that and hit the tin can. I was going hunting. I have never gotten around to it yet.

10*

Getting a Rifle

FLUENCY RATING

This student read FLUENTLY ________

Circle one:

Very fluent ------------------> Barely fluent

1 2 3 4 5

This student read DISFLUENTLY. ________

Circle one:

Very disfluent ----------------> Almost fluent

1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________

Circle one:

Very expressive --------------> Barely expressive

1 2 3 4 5

This student read UNEXPRESSIVELY. ________

Circle one:

Very unexpressive ----------------> Almost expressive

1 2 3 4 5

Did the student often read in a word-by-word fashion? ______

READING RATE IN WORDS PER MINUTE (128 words)

45 secs.	170	2 mins. 30 seconds	51
1 min	128	2 mins. 45 seconds	47
1 min. 15 secs.	102	3 mins.	43
1 min. 30 seconds	85	3 mins. 15 seconds	39
1 min. 45 seconds	73	3 mins. 30 seconds	37
2 mins.	64	3 mins. 45 seconds	34
2 mins. 15 seconds	57	4 mins.	32

READING ACCURACY

Number of Errors:	Accuracy Score	Relative Difficulty
1	99%	Easy
2	98	
3	98	
4	97	
5	96	
6	95	
7	95	Moderate Difficulty
8	94	
9	93	
10	92	
11	91	Too Difficult
12	91	
13	90	

COMPREHENSION

Notes:

Quality of Retelling:

______ Very Good ______ Fair ______ Poor

11

My Plymouth

by Melvin Jones

I have a black Plymouth that I bought from a private owner and I took it down the road for a test run. When I brought it back I told the guy that I was going to buy it. He said, "Alright, I'll hold it till Friday." Now when I bought it I took it down the road and parked it at home. The next day after that I was going to get insurance and tags, but before I went I started it and the transmission was going bad. I had to put it in the shop to get it fixed. Now, I'm going down there Tuesday to get insurance and tags.

11 My Plymouth

FLUENCY RATING

This student read FLUENTLY ________
Circle one:
Very fluent ------------------> Barely fluent
1 2 3 4 5
This student read DISFLUENTLY. ________
Circle one:
Very disfluent -----------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________
Circle one:
Very expressive ---------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ________
Circle one:
Very unexpressive -----------------> Almost expressive
1 2 3 4 5

Did the student often read in a word-by-word fashion? ______

READING RATE IN WORDS PER MINUTE (113 words)

45 secs.	151	2 mins. 30 seconds	45
1 min	113	2 mins. 45 seconds	41
1 min. 15 secs.	90	3 mins.	38
1 min. 30 seconds	75	3 mins.. 15 seconds	35
1 min. 45 seconds	65		
2 mins.	57		
2 mins. 15 seconds	50		

READING ACCURACY

Number of Errors:	Accuracy Score	Relative Difficulty
1	99%	Easy
2	98	
3	97	
4	97	
5	96	
6	95	
7	94	Moderate Difficulty
8	93	
9	92	
10	91	
11	90	Too Difficult

COMPREHENSION

Notes:

Quality of Retelling:
______ Very Good ______ Fair ______ Poor

My Early Life

I was born in a little small town called Epps, Alabama on November 20th, 1921. And I stayed there until I was eleven years old. Me and my brother milked sixty-five cows twice a day. I had four brothers, two older and two younger, and I had one sister. When I was eleven my mother moved into Birmingham which was 90 miles away. Then that's when I started school. I was eleven and my brother was twelve. I went until I was in the third grade. He was in the sixth and I was in the third grade. He kept on going on through. And that's when I quit. I went to work for a dollar a day. That was around 1937. I went around picking up paper for a guy who salvaged paper and sold it.

12

My Early Life

FLUENCY RATING

This student read FLUENTLY ________
Circle one:
Very fluent ------------------> Barely fluent
1 2 3 4 5
This student read DISFLUENTLY. ________
Circle one:
Very disfluent ------------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________
Circle one:
Very expressive ----------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ________
Circle one:
Very unexpressive ------------------> Almost expressive
1 2 3 4 5

Did the student often read in a word-by-word fashion? ________

READING RATE IN WORDS PER MINUTE (135 words)

45 secs.	180	2 mins. 30 seconds	54
1 min	135	2 mins. 45 seconds	49
1 min. 15 secs.	108	3 mins.	45
1 min. 30 seconds	90	3 mins. 15 seconds	42
1 min. 45 seconds	77	3 mins. 30 seconds	39
2 mins.	68	3 mins. 45 seconds	37
2 mins. 15 seconds	60	4 mins.	35

READING ACCURACY

Number of Errors:	Accuracy Score	Relative Difficulty
1	99%	Easy
2	99	
3	98	
4	97	
5	96	
6	96	
7	95	Moderate Difficulty
8	94	
9	93	
10	93	
11	92	Too Difficult
12	91	
13	90	

COMPREHENSION

Notes:

Quality of Retelling:
________ Very Good ________ Fair ________ Poor

13*

Snow

by Ardell Heath

This morning this friend of mine told me it was snowing. I didn't believe him. I looked for myself and it was true; it was snowing! I asked some friends downstairs how did they like the snow. They said it didn't matter too much to them because they weren't going anywhere. From there I went over to my cousin's house and ate breakfast.

My aunt came after my little girl. She was anxious to get out in the snow. So Rose and I sat till about 8:30. When we got out in the snow she said if it snowed too hard she was going to get her boyfriend to pick us up at noon. I told her it's all right if it snowed but I hope it don't stick to the streets. Then I told her that they'd probably have a bus that would come and pick us up and bring us home. She said she hoped so because if it be snowed too hard and there was ice on the road, she won't be able to come.

13 Snow

FLUENCY RATING

This student read FLUENTLY ________
Circle one:
Very fluent ------------------> Barely fluent
1 2 3 4 5
This student read DISFLUENTLY. ________
Circle one:
Very disfluent ----------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ________
Circle one:
Very expressive --------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ________
Circle one:
Very unexpressive ----------------> Almost expressive
1 2 3 4 5

Did the student often read in a word-by-word fashion? ______

READING RATE IN WORDS PER MINUTE (177 words)

45 secs.	236	2 mins. 30 seconds	71
1 min	177	2 mins. 45 seconds	64
1 min. 15 secs.	142	3 mins.	59
1 min. 30 seconds	118	3 mins. 15 seconds	55
1 min. 45 seconds	101	3 mins. 30 seconds	51
2 mins.	89	3 mins. 45 seconds	47
2 mins. 15 seconds	79	4 mins.	44

READING ACCURACY

Number of Errors:	Accuracy Score	Relative Difficulty
1	99%	Easy
2	99	
3	98	
4	98	
5	97	
6	97	
7	96	Moderate Difficulty
8	95	
9	95	
10	94	
11	94	
12	93	Too Difficult
13	93	
14	92	
15	92	
16	91	

COMPREHENSION

Notes:

Quality of Retelling:
______ Very Good ______ Fair ______ Poor

Camping

I love camping. My parents always used to take us camping when we were younger. I enjoy the outdoors--things like taking hikes, laying in the sun on the beach, swimming, water skiing, boating, sitting around the campfire at night talking to your friends, and barbecuing.

I like another type of camping and it's taking the Jeep out on the Rubicon Trail. When you get down in the Rubicon Springs area, it's like another world. As you get down there, the trees are four to six feet around the base. They stand in the neighborhood of 100 to 150 feet tall. The area where we camp is right next to the creek. Just a little ways from that are the bathtubs which are granite rock where the water comes down and forms crystal clear pools for swimming and fishing. If you like this sort of thing, there is nothing like it. There is a lot of wildlife in the area such as deer, squirrels, snakes, fish, and rabbits.

14 Camping

FLUENCY RATING

This student read FLUENTLY ______
Circle one:
Very fluent ------------------> Barely fluent
1 2 3 4 5
This student read DISFLUENTLY. ______
Circle one:
Very disfluent ----------------> Almost fluent
1 2 3 4 5

EXPRESSION RATING

This student read EXPRESSIVELY. ______
Circle one:
Very expressive --------------> Barely expressive
1 2 3 4 5
This student read UNEXPRESSIVELY. ______
Circle one:
Very unexpressive ----------------> Almost expressive
1 2 3 4 5

Did the student often read in a word-by-word fashion? ______

READING RATE IN WORDS PER MINUTE (166 words)

45 secs.	221	2 mins. 30 seconds	66
1 min	166	2 mins. 45 seconds	60
1 min. 15 secs.	133	3 mins.	55
1 min. 30 seconds	111	3 mins. 15 seconds	51
1 min. 45 seconds	95	3 mins. 30 seconds	47
2 mins.	83	3 mins. 45 seconds	44
2 mins. 15 seconds	74	4 mins.	42

READING ACCURACY

Number of Errors:	Accuracy Score	Relative Difficulty
1	99%	Easy
2	99	
3	98	
4	98	
5	97	
6	96	
7	96	Moderate Difficulty
8	95	
9	95	
10	94	
11	93	
12	93	Too Difficult
13	92	
14	92	
15	91	
16	90	

COMPREHENSION

Notes:

Quality of Retelling:
______ Very Good ______ Fair ______ Poor

EVALUATION GUIDE FOR WRITING

Ask the student to write about a topic of interest. Tell the student not to worry about correct spelling - "Spell the words the best you can." If the student has difficulty choosing a topic refer back to the Pupil Interview Schedule and help the student to think of a topic he or she knows something about. Note the time spent writing. Ask the students to read any sentences where the words are illegible.

Did the student have difficulty choosing a topic?

Was the student worried about correctness?

How long did the student write?

Use the framework adapted from Cramer to rate the student's writing.

Standards for Evaluating Composing Skills for Expository Writing

Circle the appropriate level.

QUALITY OF IDEAS

LOW: Most ideas vague, incoherent, inaccurate, underdeveloped, or incomplete. Details often unrelated to topic. Nothing imaginative or thoughtful about the ideas.

MIDDLE: Unevenness in completeness and development of ideas. Most ideas related to the topic; a few unrelated. Sound, but unimaginative ideas.

HIGH: Ideas relevant to the topic, fully developed, rich in thought and imagination, and clearly presented.

QUALITY OF ORGANIZATION

LOW: Introduction, development, and conclusion unclear. Emphasis of major and minor points indistinguishable. Sentences and paragraphs seldom related by transitions. Overall lack of coherence and forward movement.

MIDDLE: Introduction, development, or conclusion not easily identified. Emphasis on major or minor points sometimes not well-balanced. Transitions between sentences and paragraphs used, but without consistency. Forward movement variable.

HIGH: Introduction, development, and conclusion well-structured, complete, and easily identified. Emphasis of major and minor points well-balanced. Sentences and paragraphs clearly related by transitions. Logical forward movement.

SELECTION OF WORDS

LOW: Word selection inexact, immature, and limited. Figurative language seldom used.

MIDDLE: Word selection usually suitable and accurate. Over-used words and cliches somewhat common. Figurative language lack freshness when used.

HIGH: Facility and flair in word selection. Writer experiments with words in unusual and pleasing ways. Figurative language used often in interesting and imaginative ways.

STRUCTURE OF SENTENCES

LOW: No variety in sentence structure; often only simple sentences are used. Transitions limited to such words as then, conjunctions to and. Awkward and puzzling sentences and fragments often appear.

MIDDLE: Some variety in sentence length and structure. Transitions used when necessary. Few sentence constructions awkward and puzzling. Run-on sentences and sentence fragments appear, but do not predominate.

HIGH: Sentence length and structure varied. Sentences consistently well-formed. Smooth flow from sentence to sentence. Run-on sentences and sentence fragments rarely appear.

STRUCTURE OF PARAGRAPHS

LOW: Topic sentences seldom used. Irrelevancies common. Order of details haphazard. Little or no command of the four common paragraph types.

MIDDLE: Topic sentences usually stated. Irrelevancies uncommon. Order of details usually suitable. Limited ability to use the four common types of paragraphs.

HIGH: Topic sentences stated and supported with relevant details. Appropriate variety used in ordering details (chronological, logical, spatial, climactic). Four types of paragraphs used when appropriate (narrative, explanatory, descriptive, persuasive).

Standards for Evaluating Mechanical Skills for Narrative or Expository Materials

GRAMMAR AND USAGE

LOW: Frequent errors in the use of nouns, pronouns, modifiers, and verbs.

MIDDLE: Grammatical conventions of inflections, functions, modifiers, nouns, pronouns, and verbs usually observed. Grammatical errors sometimes occur.

HIGH: Grammatical conventions of inflections, functions, modifiers, nouns, pronouns, and verbs observed. Grammatical errors infrequent.

PUNCTUATION

LOW: End punctuation often used incorrectly. Internal punctuation seldom used. Uncommon punctuation is almost never used correctly.

MIDDLE: Sentences usually and with appropriate punctuation. Internal punctuation used with occasional errors. Uncommon punctuation sometimes used, but often inaccurately.

HIGH: Sentences consistently end with appropriate punctuation. Internal punctuation and other less common punctuation usually correctly used.

CAPITALIZATION

LOW: First word of sentence often not capitalized. Pronoun I often a small letter. Proper nouns seldom capitalized. Other capitalization rules usually ignored.

MIDDLE: First word of sentences nearly always capitalized. I always capitalized. Well-known proper nouns capitalized. Other capitalization rules used, but not consistently.

HIGH: First word of a sentence and the pronoun I always capitalized. Well-known proper nouns nearly always capitalized. Good command of other capitalization rules regarding titles, languages, religions, and so on.

HANDWRITING/NEATNESS

LOW: Handwriting difficult or impossible to read. Letters and words crowded. Formation of letters inconsistent. Writing often illegible.

MIDDLE: Handwriting usually readable, but some words and letters difficult to recognize. SOme crowding of letters and words.

HIGH: Handwriting clear, neat, and consistent. Forms all letters legibly with consistent spacing between letters and words.

APPENDIX C

STUDENT PASSAGES OF ADULT INFORMAL READING INVENTORY

A Short Marriage

by James Anderson

Last night when I got home I went to bed. I had this dream. My dream was about this girl. I got married to her. All my friends were there. Then I woke up. That was all. I sure wish it would have lasted longer.

A Lunch Date

by James Anderson

I was walking on Main Street this morning and I met a girl I know. So I asked her where she had been so long? She told me she had just come back from a job. Then I asked her does she want to go to lunch. We went down to the Humpty Dumpty. Then we left. I told her I would see her later.

Boy in the Country

When I was a boy I grew up in the country. I would walk down to the country store. I would meet my father there. As I began to grow, I wanted to leave the country. I wanted to go visit the town more and more. The town had a movie one day of the week. I always have liked movies. The country has a lot of old people and not so many young people. Everything is nice and quiet there. The young people might not be grateful for the quiet.

Lucky Day

by William Gray

Last night at 6:30 I left school and went home. I stopped by the store. I got the dog a can of dog food. Then I fed the dog. I went on in the house and went to bed. I got up in the morning and came to work. Before I started work I washed my face and hands and changed clothes. Then I went in the lunch room. I got the tray and my food. But when I went to pay, I had no money. I said to myself, "I wonder what happened to my other dollar?" I looked in my wallet. I didn't see it. I kept on looking. Then I found forty-five dollars in my wallet. It was kept from last pay day. Boy was I happy.

Life on the Railroad

I went to work for S. P. October 14, 1947. I was 26. I worked at a little place they call Perth, six miles west of Lovelock. I did track labor. My job was running the gauge and setting spikes. I lived on the gang with forty men. We stayed in outfit cars. There was a cook on the gang.

I left the gang on July the fifth of '48. I went to the section. There were sections every nine miles. I went to the section at Harney, eighteen miles west of Carlin. I did track labor, but I lived at home. On December 7, I retired in Carlin. I worked for thirty-five years and nine months.

A School Interview

by Clifton Hutchins

What does school mean to you?

What I like to work on in school is reading, writing and to study words. I like to read complete books. Studying words helps me to make sentences.

What would you do if you were the teacher?

If I were a teacher, I'd give all of the students reading, math and writing. I'd give them spelling tests, only a little bit of tests. Tests are important to find out how far you are.

If you could change three things about school what would they would be?

Well, the time is ok, so I would not change that. I have liked all my teachers, so I would not change that. I like the books that I am reading, so I would not change that. I like the building I am in, so I don't want to change that. Everything is ok, even Dotti.

Checking the Car

by William Gray

Today about 11:30 I cranked my car up to take it over to the garage for inspection. I drove it over to the garage and pulled up in the door. I asked the shop foreman could I get an inspection today.

He said, "What are you going to inspect? That old thing?"

I said, "Yes."

He said, "Pull on inside and I'll get one of the men to check it over. Put on the lights, try the signal light, try the brake, try the back up lights, blow the horn, cut on the windshield wiper."

He said, "You can cut off everything now and step out." Then he had to jack the car up and shake the front end. Then he had to pull one wheel and check the brakes. He put the wheel back and let it down. Then he scraped the old sticker off and put on a new one and said, "Three dollars and happy motoring."

Getting a Job

by Jesse Lee Bradford

It's easy to get a job. The man, he talked nice. He asked me have I ever worked before in my life. He asked me do I have a phone. He asked me do I like to work on Saturdays and Sundays. He said he'll try to have an opening for me Tuesday. He said he'd call me Tuesday.

Before you go in you have to fill out an application. First you put your name, your address and your telephone number. And you have to put the month and year you was born in. And you had to put whether you ever been sick before. And you have to put your height, your age, and if ever had any jobs before.

About Me

Clifton Hutchins

I was born in Mississippi 10/28/1918. As a child I liked to play outside and liked to hunt with my brother. It was a hot state in the summer. There was a creek nearby, but I never learned how to swim. I used to ride in boats but never learned how to swim.

They had shows downtown. I got to go to the show and the first one I remember was a cowboy show. They showed it all day long and I stayed all day long.

I was raised up in Mississippi, then in the war time, I left to go off working. In 1944, I came to California to work in the shipyard for defense work. I worked until the war was over. From California I came to Reno. I was just coming for a day, and I have been here ever since. 1961 was the year and here I am. I stayed in Reno because I got broke, so I had to get work. I got a job in construction and now I am retired and glad of it!

Getting a Rifle

by William Gray

When I was a teenager I wanted a rifle. I used to mow lawns to make enough money to buy it. My first gun was an air rifle. After I got the air rifle I used to do a lot of target practice with it, but it shot crooked. I wasn't satisfied with that. I wanted me a real, real gun.

I pulled water cress out of a wheat field and made twenty-nine dollars that week. I went to the hardware store and bought my rifle and one box of bullets in the rifle, walked across the yard, set up a tin can and walked back. I shot at that and hit the tin can. I was going hunting. I have never gotten around to it yet.

My Plymouth

by Melvin Jones

I have a black Plymouth that I bought from a private owner and I took it down the road for a test run. When I brought it back I told the guy that I was going to buy it. He said, "Alright, I'll hold it till Friday." Now when I bought it I took it down the road and parked it at home. The next day after that I was going to get insurance and tags, but before I went I started it and the transmission was going bad. I had to put it in the shop to get it fixed. Now, I'm going down there Tuesday to get insurance and tags.

My Early Life

I was born in a little small town called Epps, Alabama on November 20th, 1921. And I stayed there until I was eleven years old. Me and my brother milked sixty-five cows twice a day. I had four brothers, two older and two younger, and I had one sister. When I was eleven my mother moved into Birmingham which was 90 miles away. Then that's when I started school. I was eleven and my brother was twelve. I went until I was in the third grade. He was in the sixth and I was in the third grade. He kept on going on through. And that's when I quit. I went to work for a dollar a day. That was around 1937. I went around picking up paper for a guy who salvaged paper and sold it.

Snow

by Ardell Heath

This morning this friend of mine told me it was snowing. I didn't believe him. I looked for myself and it was true; it was snowing! I asked some friends downstairs how did they like the snow. They said it didn't matter too much to them because they weren't going anywhere. From there I went over to my cousin's house and ate breakfast.

My aunt came after my little girl. She was anxious to get out in the snow. So Rose and I sat till about 8:30. When we got out in the snow she said if it snowed too hard she was going to get her boyfriend to pick us up at noon. I told her it's all right if it snowed but I hope it don't stick to the streets. Then I told her that they'd probably have a bus that would come and pick us up and bring us home. She said she hoped so because if it be snowed too hard and there was ice on the road, she won't be able to come.

Camping

I love camping. My parents always used to take us camping when we were younger. I enjoy the outdoors--things like taking hikes, laying in the sun on the beach, swimming, water skiing, boating, sitting around the campfire at night talking to your friends, and barbecuing.

I like another type of camping and it's taking the Jeep out on the Rubicon Trail. When you get down in the Rubicon Springs area, it's like another world. As you get down there, the trees are four to six feet around the base. They stand in the neighborhood of 100 to 150 feet tall. The area where we camp is right next to the creek. Just a little ways from that are the bathtubs which are granite rock where the water comes down and forms crystal clear pools for swimming and fishing. If you like this sort of thing, there is nothing like it. There is a lot of wildlife in the area such as deer, squirrels, snakes, fish, and rabbits.

APPENDIX D

DICTATIONS, WRITTEN ACCOUNTS AND INTERVIEWS

A variety of dictations, written accounts and oral histories from adult literacy programs in Nevada, New York, and Virginia are presented below. The starred samples come from the High Interest Reading Kit.

Local and Personal Histories and Stories . . i
A History of Carlin i
Judge Clay ii
Grandfather iv
Otto Cantrell   Chief Blue Bird v
Sill's Garden vii
Expecting viii
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*Journal of My Grandbaby ix
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*Learning to Fill Out Money Orders xxxi
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*Everyday Life in Jail xxxii
A Baby in the Training School xxxiii
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*Life of a Recruit xxxiv

A History of Carlin

I moved to Carlin in 1948. Carlin used to have a main street with about ten bars, two cafes, two ice houses, WP and SP, a round house and a car shop. Each ice house employed about 300 men; the round house about 80. The car shop employed about the same. The track section had about 24. Most of the ice house workers and railroad workers came from Mexico.

(65 words)

Judge Clay

This story about Judge Clay was told by Daisy Rowley at her home in Milford, Utah, July 5, 1987. Chris Harris conducted the interview and made the transcription. Daisy Rowley was 92 at the time. According to Chris, Mrs. Rowley has a memory like a steel trap, and because she delivered the mail, she knew a great deal about the people.

Judge Clay came from Massachusetts to Nevada in the 1890's and was one of the first settlers in Snake Valley. Some years after he came, he became a judge. He lived to be over 90 years old. This story is about how Judge Clay came to Snake Valley.

Judge Clay came to Snake Valley on the hurricane deck of a mule. But when he got down into Spring Valley, he first went to Pioche. That's where he first landed, and he had some of these big horses with big feet on them - Clydesdales. They traded those, five or six of them. And Zink Barnes told him, he said, "You'll never make it down through those valleys. There's too many Indians."

Judge Clay and his friend. I can't never remember that man's name. We'll call him Manhattan, both wore six shooters, you know, like they used to, .44's. After they left there they got down into Jackass Springs. It was about time to turn in, see, and they were moseying along riding, and the horses were pulling and tired and they were tired. All of a sudden the horses put their heads up and set their ears up. Mr. Clay says, "Oh, oh, we've got company." And there was an Indian--two of them. There had been an old corral there they made up of posts. The Indians surrounded Mr. Clay and Manhattan and started in "Whaaaaa, whaaaa, whaaaa, whaaaa, whaaa." Judge Clay said, "You know, the funniest damn thing ever was, they never spoke a word." Yeah, he shot both of them.

Well, Mr. Clay come on from there. They moved down to the other Jackass Springs, where Lee Marriott used to live. That's down north of Goody's. They moved down there and stayed all night. Judge Clay said he didn't sleep a bit. He says, "I went like this (holding one eye shut), with one eye shut." And anyway, they stayed there and the next day they went up to a...they didn't go to Osceola. They went around, just like Sacramento (pass) is now. They stayed there and the next day they went down into Gregory's. That's where Jimmy Robison used to live.

They went down in to Jimmy Robison's place. He and Manhattan come down in there and he said, "We was so damn lousy." It itches so bad it makes me crawl to think about it. But he says to Manhattan he said, "You know what I'm gonna to do?" He says, "I'm gonna throw my clothes in that spring." That's where the Gregory's got their drinking water from.

They'd all stripped off and he said he had an old pair of pants, and they'd stripped off and he said, "Just as we'd got all prepared," and, well, they'd been in the spring and had their bath, and they'd spread their clothes out on there, and the ants was after the lice, just crawlin' everyway. And he said, "Uncle Bill Gregory come up there and he said, 'What the hell are you doin?'"

Mr. Clay says, "Glad to meet you sir. Who are you?"

"Well, I'm Bill Gregory. Who are you?"

You see, Bill Gregory and old D.A. Conger and Mr. Clay and the Hickman and the Lehman, they were tough nuts to crack, I'll tell you, the whole mess of 'em.

And Mr. Clay told him. Uncle Bill Gregory knew Zink Barnes. They had traded back and forth from Pioche. And he told him who he was. And he said, "Well, I'll tell you. You get some clothes on to kind of cover up your nakedness. Come on down to the house and have something to eat."

Clay said, "We're lousy."

"Oh, we'll take care of that."

So they left their clothes and all that, and the horses tied up and everything.

When Judge Clay told him that he'd killed two Indians, Uncle Bill didn't know what to do about it. They gave them breakfast.

He asked him all about what the conditions was ahead of him. He said they was headed for Burbank (Utah). They had some friends down there. So, they kept them there, and then the next day or two they left and went on down to Doc Baker's place. That's where Aunt Nettie Baker...and Wild Bill Hickman was down there...he's another wild one. And so anyway, they went on down. They stayed there at Baker, and then went on up to Clay's. And that's where Mr. Clay landed.

Grandfather

Raymond S.

My grandmother died when she was in her mid eighties. So my grandfather had six kids to take care of. My mother told me grandfather used to walk five miles to get to work. In snow and rain and when it was thirty below, he still went to work. And when he got home he had to work there--like cut firewood. See, he had four girls and two boys. But the two boys they were the youngest. They couldn't help at all. But the girls did the cooking and kept the house clean. Sometimes they go get buckets of water and had to walk two miles to get water. But as the boys got older the family moved to town.

That year my grandfather worker for Parks and Recreation. He got married when he worked for Parks and Recreation and had a boy. So that three boys and four girls. He had to be around kids. But he had to stop working because he had arthritis in his foot and the doctor said he needed rest. He tried to go back to work, but the city wouldn't let him. He gets a check every month. But he'd rather be around kids. I'm the first grandchild.

(206 words)

Otto Cantrell
Chief Blue Bird

This personal history was collected by students at Frazer High School, Frazer, Montana 59225. Evelyn W. Scott served as adviser and gave permission to use excerpts from the interview printed in Wachaga.

I happen to be pretty much Indian. I got my Indian ways. I been raised by the Indians and I've carried a ceremonial pipe since I was nineteen years old. Today, I'm seventy-nine years old. I don't draw no disability and I don't draw no old age pension. My income is $175 a month social security and I pay out as much as four hundred a month. I make it myself by making warbonnets, headdresses, saddles, handbags, billfolds, peace pipes, wall tents and tepees. That's the kind of work I do. Shoe repair work, half-soles, rubber heels, that's how I make my living.

God gave me these hands and God gave me a set of brains. When I can't use my hands to make a living, when my hands fail me, I use my brains. If I can't use them, I put them together and with the help of God it will work. Today, I'm seventy-nine years old and still working.

I'm very proud of my Assiniboine people. In 1950, they made me chief of the Assiniboine people. Four weeks after that the Sioux chief died and I was to perform a ceremony to make a new Sioux chief. They couldn't find anybody that was capable or reliable for a chief. I was part Sioux so they made me Sioux chief. So since then, I've been tribal chief for both tribes.

I'm happy to be a chief of both tribes and I know them, I know they are two different tribes. Way back years ago, they were enemies, these two tribes. When you go into Wolf Point, when you go down the hill where Tule Creek Bridge is, that used to be the line, the Assiniboine stayed on that side and the Sioux would stay on this side (Poplar side).

As it went on they started inter-marrying one another, so here about 1966 they were about half and half. So during the time of Youpee's Administration, they changed it and instead of calling it the Assiniboine and Sioux, they called it the Fort Peck Tribes. That's how it turned out to be the Fort Peck Tribes.

A lot of people think they're smart because they're rich, but they don't take it with them. They got to leave it.

So, I've done everything I could and I've done a lot of reading and one thing, you're never too old to learn. If you listen, you can always learn something.

Today, I'm not afraid to die. And I'm very proud the Great Spirit has given me the power to live this long. Although I smoke a cigarette once in awhile and it's true, but I haven't smoked for seven years and I don't drink. I don't use it. I say the greatest gift that God ever gave mankind was when he gave them alcohol. The biggest sin that man ever committed was to misuse that alcohol. Right this moment, some place in the world, from misuse of alcohol, somebody had a car wreck and is laying in the hospital, with a man standing over him washing the wounds with alcohol. Eighty-five percent of our medicine in the United States and the world got alcohol in it. So we have to have alcohol to live.

We pray through the buffalo head because he gave us that buffalo to survive upon. They used its hide, his bones and everything. He gave us the pipe. The pipe is part of the Mother Earth; comes from the hills and the stone. Now the Indians took this pipe and they pray with it. When you die you got nothing. I don't care if you're a millionaire, there's nothing that you didn't get but that the Great Spirit gave it to you. There's only one thing that you really own. That's the body of yours. That's the only thing in this Earth that you really own. When you die you're going to take it with you, but you're going to leave everything else, because it was given to you by the Great Spirit. So this body of ours, now we don't even own the life in it. When the Great Spirit takes our life from us, our body is going to go back to Mother Earth. So, we take the pipe now, we fill it, we pray with it, we bless it. We believe that the words we speak in the bowl of the pipe travels through a straight line to the heavens to the ears of the Great Spirit. Now you take it, put the tobacco in there, you take a puff on it, and blow the smoke up. Smoke goes up, it don't go down, it goes up. And when you dump the ashes out of that pipe the ashes go back to Mother Earth, just like our body goes back to the Mother Earth and your spirit goes up.

Sill's Garden

I grow potatoes, corn, squash, garlic, cabbage, tomatoes, turnip greens, mustard greens, collard greens, strawberries, eggplants, cucumbers, spinach, lettuce and green beans. The squash I like to cook it, slice it up and slice up onion and boil them and put butter on them. Then I fry them sometimes. Corn I just boil it and have corn on the cob. Turnip greens I like to let the bottoms get the size of an egg and I like to cook them with hamhocks. They are better with hammocks. They are better with hammocks to me. Collard greens I cook them the same way, put the meat on, then put the greens in. I grow the wild spinach. I can't grow the tame stuff but the wild grows good. I got a garden about twice as big as this room, oh about 40 by 40. I got another one 18 by 18. I use good old cow manure. I use nothing but from the barnyard. I used to come up and get that straw from the fairgrounds.

(171 words)

Expecting

by Jennie S.

After the baby is born, I'm going to get a job, hopefully where I'm working now part time. The baby will be at a babysitters. I've got some things for my baby shopping. I am going to buy more next week. The hospital is going to give me a car seat for the baby to go home in. I already have a diaper bag, a crib and a walker for the baby. I still want to get some bedding and quilts, oh, and some outfits. I want a girl but a boy would be nice too. I am thinking of names still. I haven't picked one out yet. The father of the baby knows I'm pregnant. I wish he was involved. I'd like to be married and have a family. The moment I'm waiting for most of all is to hold the baby in my arms.

(152 words)

The Best Book

by Jennie S.

The best book I ever read was Lucy Fern I and II. I enjoyed it. It was kind of sad when she left the baby in the forest. They all were fighting over the baby. They want me to give my baby away too.

(44 words)

*

Journal of My Grandbaby

by Sallie Barbour

Waiting for the Baby October 5

Helen is looking to go in the hospital any time. I will be glad when she goes and comes back. I am hoping that it will be a little girl. She is quite excited herself. All her sisters are anxious for her to go and come back, too.

My Grandbaby November 3

She was born on October 19. She weighed eight pounds and 11 1/2 ounces. She was a big baby. And I was very excited about her. All her aunts were very excited, too. They stayed up at the hospital until she was born. The father was excited. He was so proud of his baby daughter.

We will be glad when she gets to be about a month and half so we can take her out and show her off.

Nakisha December 1

Nakisha is a very pretty baby. SHe weighs 11 1/2 pounds and the doctors say she is smart. She is doing push-ups. She just looks at you, and turns her head, and opens her mouth like a little bird. She has been to church about four times.

The Baby Cutting Teeth February 1

She came over to my house on Saturday night and I was feeding her. I discovered that she had teeth. I put my hands in her mouth and I felt teeth. You can see them through her gums. But they are not very far up, so you can't see them real good. She is very happy. When her mother gets to playing with her, she had a big laugh. The baby tries too have a big laugh, too.

(261 words)

A Friend

by Jennie S.

Part I

It's good to have a friend. You need a friend because you can't live in the world by yourself. I like to help them and go places and to have someone to talk to. I keep my problems to myself. If I need something I can get it from a friend.

I don't want them to get into my personal problems. I don't like it when they talk about me behind my back. My main reason for having a friend is to go places with them, to laugh with them. I like to be alone when I am sad, but I don't ever get sad. It feels good to have a friend.

(112 words)

Part II

My oldest sister is my friend. I can talk to her about everything. I can get real personal with her. She gives me advise. Sometimes I follow it. I am looking forward to Lamaze classes with my sister. I felt real bad when a friend talked behind my back. I like to be by myself when I am sad. I like to talk to friends on the phone sometimes. We do lots of things. I feel good about going places with a friend.

(83 words)

Elvis

by Charles Byers

I started liking Elvis when I was two years old. I danced to his music when I was a baby. Elvis is a famous rock star. The people like the way he sings. He made a lot of movies. His two most famous movies were "Burning Love" and "Too Much Monkey Business." He made more movies because he thought people would like him and buy his albums and tapes.

(69 words)

The One That Didn't Get Away

by Kevin L.

Me and my dad were at the Truckee River fishing. We were sitting there and we each had fish. He had nine and I had ten. It was getting late and he said to me, "I wish we could catch one fish, then we'll go cuz it's getting late."

My dog is sitting there on the bank looking down at the river then this fish came onto the shore right up to the dog. I couldn't figure out why it would do that.

We just picked it up and left. I guess a bigger fish must have chased it down or something. This really happened.

(105 words)

The Big One

by David Martin

I like to hunt copperheads. They're hard to catch. I went in a creek and saw a big one. It came after me so I had to hit him over the head and paralyze him. Then I put the stick over his head and squeezed it and put him in a bag. Then I took it home and killed it with gas.

(62 words)

The Great Hunt

by Daniel T.

I started right early one morning. I went up on Chalk Rock in Covesville. I had heard there was a 200 pound black bear, and I wanted him for a trophy. So I started early. I took my cousin's two best bear dogs and my brother's 30-08 rifle with 200, 80 grain bullets. I must of walked two miles and hadn't seen a thing. So I decided I'd set down and eat lunch. So I was eating lunch and heard a sound. I turned around and looked but I didn't see a thing. So I went back and set down and I heard it again. And I looked again. I didn't see nothing. So I just turned around. I heard it again. I looked and there it stood- a big black bear. I run down the mountain about forty feet. I look, aim at his heart. I shot, he fell down, and run toward me. I run and jumped up on a tree. The bear come up on the tree and started shaking it. I took aim for his head. I shot again. He walked about five feet away from the tree and fell down. But I didn't come out of the tree for about two hours. I went down the mountain, got some help, and drug him out, carried him to the checking station and had him checked in. They said he weighed 325 pounds.

It wasn't two weeks and everyone in the county knew I had killed a great black bear on Chalk Road.

First Deer

by Mark Wood

I didn't go to school. I left the house about eight o'clock. I went hunting down by my grandfather's. I hunted till about 12 o'clock and I didn't see nothing. I went home and got something to eat. After I finished eating I went down my grandfather's and sat and waited for a deer to come through.

A doe came in behind me and my heart started beating real hard. I looked through my scope. I looked at her body and then I shot her in the side. She took off running so I shot at her again and hit her in the side. And then I ran down the hill to the people who were renting the house. I asked him would he come up there to help me. He helped me cut the deer and then helped me carry it to the house. I hung him up in the basement and waited for my dad to come home. When he got home I took him down to the basement I asked him would he help me cut him up. He cut him up and my mom wrapped him.

(189 words)

Two Nights in A Row

by Connie W.

It was about 10:45 and I was in the kitchen brushing my teeth and I heard the grunt and I didn't pay no attention to it. And the second time I heard it I looked over at my brother Junior and it seemed like he heard it too. He jumps up and he runs in the bedroom to grab a light. He runs out the house and he has to go around the corner to get to the smokehouse.

Behind the smokehouse there's a pig pen. He runs up on a big brown bear. He falls down backwards. He jumps up, ran into the house, grabs the gun, loads it, and then runs out to the pen again. By the time he had got out there the bear had crossed our neighbor's fence and went up in the mountains.

Last night about one, he came back. My other brother Tony grabs his gun and the light. Ran out to the pig pen to check if the bear was out there last night. When he was out there the bear had left. How we know that he was out there my other brother came home late and it's a road he has to come up by like a path, and he seen him. He meets Tony as he comes into the house. He yells and tells Tony, "There's a bear at the pig pen!" They both go to the pen together and the bear had left. I guess what it is he's coming to eat the grain from the buckets that my dad keeps it in.

(264)

My $1,800 Belt Buckle

by Rock P.

I was working for a ranch called the Silver Spring Ranch. My best friend and I worked there all summer. I got hired to work a back-hoe. When I first went to work there was a guy there trying to break a horse; and I started laughing at him. The foreman asked me if I thought I could do better; and smart-ass, teenaged me said, "Yeah!" I got on the horse and rode him a little bit longer than the other guy did. So I lost my back-hoe job and ended up breaking horses all summer.

The day before school started, the guy told us to be at the ranch by 6:00 a.m. We were expecting to have to work all day. When we got there, he gave us free reign to do whatever we wanted to have fun. There was a big barbecue; and it was the only time we got to go in the swimming pool. The crew rode in a rodeo for belt buckles and for double paychecks. If you came in first in your event your paycheck doubled and you got a belt buckle. Your main rodeo event couldn't be the same as your job.

My main event was roping. I can't rope worth shit. The ropers' main event was bronco riding. The rodeo got started. At the end, it came down tome, Tracy, and two girls. Tracy won his event and came in second overall. I came in first overall. The last event was bronco riding. You have to stay on the bronco for 10 seconds. I stayed on. The pickup man came to pick me up; but my foot got caught in the bronco's sash, which is like a girth. The horse and my leg went one way, the pickup man and I went the other. My knee got twisted to the side of my leg. My best friend made a bet with his girlfriend. She bet that I'd go straight to the hospital before I got my trophy buckle and double paycheck. He bet that I'd get them before I let them take me anywhere. He won. The hospital bill and drugs were $1,800. That's why I say it's an $1,800 belt buckle.

xx

* Karate: "King-Fu King"

by Russell Anderson

When I first started class, I didn't know anything about Karate. So the first thing they do when you come to class is start you out exercising. Stretching your legs you might pull a couple of muscles that will hurt. But as you keep on doing your exercise the pain will eventually go away. Then they will tell you to hold your legs up for so many seconds so that you will get used to holding your leg up. So when somebody kicks you, you can block them with your leg. And they teach you how to hold your hands. It takes a long time before you get used to it but once you get used to holding your hands, you will never forget. You will learn how to block them better and then you will have to do sit ups, push-ups, jumping jacks and all kid of exercises that will keep you in good shape. And they show you all kinds of flips and they teach you how to fall so that you won't hurt yourself. You might have bruises for a couple of days but you will do your exercises and the pain will eventually go away. And they teach you how to jump up and kick so that you won't be off balance. That way when you come down you will know how to land.

Then they teach you side kicks, front kicks, round house kicks. Kicking in the stomach is the best for the round house because it is a low kick. You don't want to have your leg too high in the air not with a round house kick, because mostly it is speed. When you kick, you follow it up with your hands.

And then they teach you how to work out in straddle. That's when it's more than one person you will know how to move. When you move you must be on guard at all times.And they also teach you knock-down. You still can use your feet to block with so that the other guy won't take advantage of you. Because once you are down, the guy, he will be moving in to kill. You have to use your legs to block to stay alive. And they also teach you how to roll out of the way. SO that when you roll away, you can come back up on your feet and the it's just like starting all over again.

It don't matter how much you learn, you still can work out at home and make it good.

(428 words)

Championship Wrestling

by John Spears

Wrestling is my favorite sport. It is good entertainment. The interviews are fun. I like how the fans get involved with the matches and how they help the wrestler win by cheering them on to win. I like it when they have championship matches. That's when they the winner receives the belt.

I would like when Bob Backlin wrestles because he is very, very good. I would like to see him wrestle "The Magnificent Morocco" in a steel cage match at Madison Square Garden.

(84 words)

Automatic Transmission

by John S.

Automatic transmission is operated by the torque converter. The storage for the oil is in the torque converter. The converter is bolted to the flywheel. When the engine is running the converter is running at all times. When you put your car in gear the torque converter sends the oil through the hydraulic part of the transmission.

Restoring My Truck

by Rick Weeks

The first thing I did was tear it down, taking the engine out. Then I took the front fenders and grill off, took the bed off, then I took the cab off, cleaned the frame, painted it, replaced all the worn and broken parts, rebuilt the engine, installed it, put the new cab on, add air conditioning to it, and stripped the inside of the cab out and painted it. Now what I have to finish is put the fenders back on, the grill and the hood, put the windows back in, put the bed on, the doors, and everything back in the cab. Then it's ready for the body work and the paint on the outside and then it will be complete.

It's a '71 three-quarter ton 4x4 Chevy. It used to be red, black, yellow, green, and has some blue in it, and a little bit of white. I have already rebuilt the brakes and replaced the brakelines, rebuilt the transmission, and the new motor is a 454. It ought to make it run good.

I use it for work-hauling wood, scrap metal, pulling the boat and the trailer. It is used for fun and work.

Work

A New Conveyor System

by Rick Weeks

The conveyors arrived yesterday. Three of them were damaged, two of them were due to shipment and one was damages due to poor workmanship. The first thing we have to do is take pictures of the damaged areas to show the manufacturer and the truck lines. Then we have to repair them. Once they're repaired, we can start installing them on all five Cincinnatis. Then we have to hook up the computer interfaces. After that's done, we have to line up the robot and the parts catcher, plug in the 110 and it's ready to go.
(95 words)

Problems of the Afternoon

by Rick Weeks

The huskies went down so that we could repair oil leaks. We found three hydraulic hoses that leak. We found the accumulator valve had bad o-rings in it. One was sheared which was causing a bad oil leak. We had to replace a pressure sensor and a mainline oil filter. Also, we had to replace one Bimba air cylinder on the robot. I had a shrink tunnel go down because the shaft on the blower spun in the baring, which caused the shaft to wear out. So we had to replace the shaft with a new one, and before it was reassembled, I left.

How to Apply Artificial Nails

by Debbie F.

First you set up the manicuring table. Then you sit the patron down. You take off the old nail polish. Then you file the person's nails.

Then you soak the hand, and then you take cuticle softener and you put it around the whole nail. And then you take an orange wood stick and wrap cotton around it. You clean underneath the nail with the orange wood stick. And then you rinse the hand off, take the metal pusher with water on it and then push back the cuticle and remove all the dead skin around the nail.

Then clean off the nail and put cuticle oil around the nail. Wipe the oil off and cut the cuticle. After you are done you pick out the nail size. Then you cut the artificial nail to the shape of the patron's nail.

Take the glue that they give you and apply it to the artificial nail. Press down on the nail. Wipe off the extra glue on the sides. You begin to put the nail polish on after waiting a couple of minutes for the nail to dry all the way. Then you're done.

Maybe one beauty parlor will charge you fifty dollars for the whole ten fingers for the first time. And then each time you come back to have it reglued it will cost you five to seven dollars for each finger.

Your Own Apartment

by Shirley T.

There is supposed to be a kitchen and a stove and a table and a refrigerator, and dishes. Also, you have a telephone. In the bedroom you have to have a bed, lights, my own tv, my own record player, bureaus, bathroom, bathtub. Buy your own picture frames and hang them up on the wall, and make your house look like something.

(62 words)

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Me as a Nurse

by Rosanna Smith

When I was young I never thought I would ever be a nurse. I was always afraid of blood. Blood was what made you live, and if you started bleeding, you would die. I thought that for the longest time.

I was sixteen years when I stopped being afraid. That's when I first wanted to be a nurse.

I was going to have a baby. I lost my baby, but one of the nurses was very understanding. She was teaching child care, and she asked me to go to one of the classes. I told her no because I lost my baby. She took the time to sit and talk with me. i thought it was nice of her to try to help me forget losing the baby. That's why I decided to become a nurse.

I'm a nurse's aide now. When I work with patients, I like to talk to them. Old patients like to talk about their families. Sometimes it's good and sometimes not. There are patients in hospitals that are put there because they just happened to get dizzy once too often. Perhaps they fell and broke their leg and the family can't take time to stay with them until they get well. That's why I want to be a nurse, so I can help people get back of their feet.

I like people, and I want to help underprivileged people and children. I want them to know that there are people that care and want to help. I want to share some of my love with them. To me, this is what nursing means: helping, sharing, and loving.

*

Registering to Vote

by Mary Reaves

When we first went down to City Hall to register to vote, they ask you questions, like your name. I told them Mary Reaves. They ask you what street you live on. I told them Hardy Drive. And I told them my address. And they ask you how long you have lived in the state. They ask you how long I have lived in Hardy Drive and I said, "Two years." They asked me when my birthday was. I told them February 15th. They asked what year it was. I told them. They asked me my Social Security number. I didn't have to read anything, but I had to sign my name. The lady who took us down was named Mrs. Turner. She called me and asked me if I was ready to go this morning. She works with senior citizens. She was nice.

It was raining, and I wasn't planning on coming to school. I was going back to bed. But she said she'd pick me up at nine-thirty and bring me to school.

A lot of people that can't read or write need someone to carry them places and tell them about registering to vote. She told me that they need everyone to register to vote to get a good president to really help you out. They need everyone to vote. Things are so high now. They had two crooks for President. They got rid of one, and now they got another one. We need someone in there who would help people out.

(256 words)

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Learning to Fill Out Money Orders

by Freeda Evans

It is good for everybody to learn how to make out money orders and address envelopes. People are like me, they don't like to have to depend on other people. If you don't know how to fill out money orders, you have to depend on first one, then another, to fill them out for you. And sometimes they act like they don't want to do it for you. It isn't hard to do.

You can go to the Post Office and get a money order and fill it out in the same day! Doing it the same time keeps you from losing your money order or your money.

To fill out a money order, you put the landlord's or the name of whoever it's going to on the first line. And the second, you put your own name on the line below that. The line where you sign your name is marked.

After you fill it out, you tear your receipt off. Be sure and keep your receipts. You put the money order in the envelope and then you address the envelope. Be sure to put your return address on the envelope so if it gets lost it will come back to you. It has a number on it. No two money orders have the same number on them. It takes them three or four weeks to find it. Then they refund your money back. When you learn how to do all of this, and do it yourself, you feel great!

* Everyday Life in Jail

I came in from New York on April the 5th. I stayed in the segregation cell for five days. The segregation cell is a cell that's separated from everyone else, and it's got a camera looking in the cell all the time. After I stayed there, I finally got the guards to move me back in the cellblock where there are six cells.

The time goes by pretty fast. Weeks go by faster than they would normally. On the streets they go by pretty slow. Here they go by pretty fast after you get used to the place. Otherwise, it's pretty rough being in here. People are always telling me what to do. They're always hassling me about something:

"Get up and make your bed." "Clean the floors."

Once every month or two they have a jail inspector that comes around. He comes around to each cell block and he asks, "Are you having any problems?" If you have any complaints you can tell him, and he will jump on the jail administrator. Things work pretty fair here.

(178 words)

A Baby in the Training School

Margaret B.

Everybody was in the bed. Her name is Jean Miles. So, we all got up and we heard a baby crying. We looked into the room that she sleeps at. And there was a baby in a wash tub. The night attendant, Mrs. Hodgins, was up and she says, "What's going on?" We told her that we heard a baby crying. Cause she said, "Margaret, go in the room and check." So I did, and that's where I found the baby came out of her stomach in the wash pan, laying right in the bed. You talk about a lot of blood on the baby! They had to put it in the hospital and after they tend to it in the hospital they took it away from her and put it out in the home so someone could take care of the baby for her and feed it and everything.

The Training School

by John S.

When I was thirteen I went to the training school. I lived there for nine years and eight months. It wasn't easy living there. You couldn't have your freedom. All you did was watch tv and sit around all day. You could walk around but you couldn't leave the grounds. If you left the cops would get you. I ran away thirteen times and I didn't get nowhere. I got out when I was twenty-one. Then I volunteered to come here.

*

Life of a Recruit

by James Sacre

I enlisted in the Marine Corps down at the Post Office. They sent me to Roanoke to be tested. Then we had to wait that night. The next morning they put us on a plane to Charleston, S.C. When we got there the D.I. (Drill Instructors) were waiting for us.

They loaded us on two Greyhound buses. There was 88 of us. Then we went to Paris Island, S.C. It was supposed to be one of the toughest training centers in the country. They took us to receiving. Then we picked up our military issue (our gear). And then the D.I.'s picked us up.

Then boot camp started - the hardest six weeks I ever saw in my life. We started our marching. We PT'd every day - did physical training. We went to school. We had class in weapons, grenade throwing, hand to hand combat. They were preparing us for Vietnam. We graduated in six weeks. I graduated Private First Class, and won the honor to wear dress blues.

Then we went to Camp Lejune, North Carolina. I started my I.T.S. training. Then they learned us different types of weapons that were being used in Vietnam. Then we had a First Aid Medic Course. We finished training there.

Then it was off to Camp Pendleton in California. I knew I was going to Nam because I'd already volunteered. That was during the TET offensive of Hue.

They flew us to Hawaii. That was just overnight. We flew in a big Air Force transport to an airfield in Vietnam.

Then we got stationed with our units. Then the fighting started! We were on a "fire base Charlie" - an artillery base stationed with the Green Beret.